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JANUARY, 1958



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William I

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## LETTERS

To the Editor:

I am moved to comment on some of the problems of the Problem Clinic almost with a sense of amusement. The underlying tenor of the various problems seems to be "I am overloaded" or "I am not appreciated" or "My salary is not sufficient remuneration for all I do." When has a teacher actually been sufficiently paid for "all that he does"? If that is going to be a cancer affecting all one's work as a teacher, then surely such a person is in the wrong position. Teachers' organizations and other groups work constantly on the pay problem. The situation is getting better all the time; it is not static, as some of the writers seem to indicate.

Overloaded? Where is the sense of school and community service? Isn't it a challenge to become more and more efficient? We are fighting a stone wall if we insist on yearbook material being delivered even two weeks before it is wanted. The editors bring in the material today and want the work done yesterday. Teachers operate the same way. Recently, our "ag" teacher brought in a quiz at the start of the first period (shorthand class). He had to have it at the beginning of the third period. (The second-period class is a beginning typing group.) In the last few minutes of the shorthand class, I let the students begin work on the next day's lesson while I zipped off the Ditto and took it to the study-hall teacher, who runs them off. Yes, I know this isn't giving experience to students-but it does result in better faculty relationships. Assigning secretaries from Typing II works well, but it does not always meet deadlines; so I solve occasional deadlocks by rushing the work through myself.

As for my "load": shorthand, three mixed classes in typing, journalism (for which I have absolutely no background), bookkeeping, and one period of driver training. Extracurricular activities: Tri-Hi-Y, Quill and Scroll, scholarship group, junior class (with banquet and prom money to earn), audit of student-body ac-

counts, adult school Monday and Wednesday evenings. Through Tri-Hi-Y, I'm now secretary of the local YMCA group, on the county board and secretary of its program committee, on the Pacific Southwest Council; secretary of the church board, of the WSCS Youth Work, and chairman of the Commission on Education.

Isn't it how much we can do, not how much we can get out of it, that makes life full, rich, and rewarding?

ANONYMOUS

To the Editor:

. . . I thought the article ("It's 'We Teachers' Now," BEW, Nov., '57, p. 23) most interesting—and shall indeed look forward to Miss Schwartz's reactions after a third year of teaching. The entire series could almost be termed a self-analysis of the growth and development of a teacher—a serious and soul-searching one at that!

I believe Miss Schwartz has managed to put into words what so many of us have experienced—and it is interesting to note that these experiences are quite universal and timeless, having nothing to do with the decade, economic or world conditions at the time. My initial experiences took place 23 years ago—and this article brought back familiar memories.

RUTH GOLOS Evander Childs High School Bronx, New York

To the Editor:

LeRoy Brendel has said very effectively what I have tried so awkwardly to say for a number of years. His article in BUSINESS EDUCATION WORLD on developing desirable traits (Nov., '57, p. 18) is the best I have ever seen on this subject.

I called this article to the attention of our county business teachers at an in-service training session recently. One of the principals who was present immediately read the article and asked for my copy to circulate among all his high school teachers.

I am requesting reprints of this article. . .

George A. Wagoner University of Tønnessee Knoxville, Tennessee

Automation Literature. On page 31 of our October issue, E. Dana Gibson's "Automation: A Selected Bibliography" listed reference materials for automation. No mention was made of prices. Meanwhile, we've learned that many readers assumed that all the materials listed were free and requested them on that basis. Most of the items are not free, and it is advisable to inquire about prices before requesting any of them. (We can't help adding, though, that we're happy to note many of our readers' evident interest in automation.)

Here's a new problem, along with a carry-over from last month:

My problem is every teacher's problem-that of incorrect spelling. I feel that, if we bring the problem of how to teach spelling to the Problem Clinic, we can all get some good, workable ideas-and, too, misery loves company.

What do you think about having a list of from 300 to 500 words compiled each year-by NOMA, if at all possible-and using it as one of the means of guiding students into and out of shorthand?

I gave the following list of words to my shorthand class at the beginning of this year:

ab' sence a chieve ac knowl' edg ment ad he' sive ag i ta' tor aisle al' pha bet ap prais' al as sured' bag' gage be liev' ing buoy' ant can' cel la' tion cen' sor char' ac ter is' tic com mit' tee com pos' ite con cede con gres' sion al con' science cor' re spond' ent de ci' sion de fi' cien cies de vel' op dis patch' dis ap point' ef fi' cien cy em bar' rass en' ve lope e rad' i cate peace' a ble per suade' ex ag' ger ate

for' ti eth gauge griev' ance guar an tee' in creas' ing in del' i ble in oc' u late in stall' in' ter rupt' ical' ous jus' ti fi a ble lan' gua ges lib' er al liq' ue fy ma neu' ver me di o' cre mem o ran' dum mort' gage na' tion al' i ties neg' a tive nine' ti eth nui' sance ob' sta cles oc' cu py op po' nents par al lel par tial ly pa' tience pa' tient

rea' son a ble re ceiv' ing rec' og ni' tion re cruit' re li a bil' i ty re quire' req ui si' tion san' i tar y sav' ing sched' ule scru' ti niz ing siege sin cere' ly spe' cial ty sten' cil strat' e gy struc' ture su per sede' sym' pa thize tax a' tion tes', ti mo' ny ti mid' i ty trag' e dy typ' ing un change' a ble u nique' var' i ous vi' cious where ev' er. war' ran ty weight' y wel' fare

qual' i fied.

The scores ranged from 87 to 30 per cent, with an average of 40 words misspelled out of the 100. The class, composed of senior

prac' ti cal

pune' tu al

pres tige'

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Present Position



Feb' ru ar' y

for eign

girls, is a poorer class than I usually have; but it seems that I always get more than my share of poor spellers.

I'd like to know how other business teachers cope with a situation like this. Just how do they teach spelling without taking too much time from shorthand, typing, and transcription?

I am beginning to wonder more and more if our audio-visual age won't bring about simplified spelling, as it brought about simplified shorthand. What do you think?

I'm going to look forward to the exchange of many useful ideas that will be of help not only to me, but to many other teachers in the field.

RUBY LEE NELSON Iola (Kansas) Senior High

#### DECEMBER PROBLEM

I have a problem in regard to teaching typing in a prison. I believe that a solution would be of value not only to me, but to scores of other teachers who teach in various types of institutions, and possibly in adult-education classes. The situation is this:

- (a) My students are all adults, with a wide range of general intelligence, capabilities, and age.
- (b) Many of the students have emo-

- tional problems that affect their classroom work.
- (c) Absentees create a problem from a lesson-planning viewpoint. Most absences are legitimate and cannot be avoided.
- (d) Beginning and advanced classes must be taught together in the same room.

How do you go about planning effective instruction for such a group? It seems that individual study is the only solution: but if this is so, then group work is almost entirely neglected. If I do some group work, then the students who were absent have missed out. If I repeat myself until all students have been included. I find myself on a treadmill. If I work with the beginning group, it interferes with the advanced group-and vice versa. The wide ranges mentioned in (a) above also add to the problem, especially in providing motivation and maintaining interest. In this last connection, the emotional condition of some students is also a factor.

What I have done is this: I make out separate assignment sheets for each group, beginning and advanced. Each student works mostly on his own, and at regular intervals we have timed writings, which I have used mainly in an attempt to motivate stu-

dents and sustain interest. I feel the individual approach tends to let the class fall into a dull routine; but perhaps you disagree. Have you any suggestions that I might incorporate into my present approach or that might replace my partial solution?

ENOCH J. HAGA Vacaville, California

### SEPTEMBER PROBLEM (1)

I am the only business teacher in a small high school with an enrollment of approximately 85. I have three classes in typing and usually have about twenty students taking beginning tuping and seven enrolled for the advanced course. The class periods are forty-five minutes in length. The school is located in a small rural community. A few students from each graduating class go on to college. Most of the girls are married within a year after they are graduated from high school. One or two members of each group work in an office or clerk in a retail store for a few years after they finish high school.

Here are the situations that take so much of my classroom time that I am forced to neglect speed building and omit several units that I feel should be taught. (Since I am considered a demanding taskmaster, I cannot assign more outside work than I now require.)

a. I sponsor the monthly school newspaper, which consists of four printed pages and three legal-size sheets of duplicated grade-school news. Since there is no journalism class, some of the writing and all the typing of copy for the local printer, as well as the cutting of stencils, are considered typing projects.

b. There are few duplicating machines in town, so the typing classes cut the stencils and duplicate the yearbooks for various church and civic organizations. The groups pay only for supplies used; the money is placed in the general school fund.

c. Various departments in the school look to the business students to type reports and papers. The drafts that they submit are often carelessly prepared and are frequently given to us only a few days before the finished product must be ready. I refused to accept some of these reports and had the unfortunate experience of having the teachers turn to some of my poorer students, who did the work without supervision. Then the rumor was circulated that the typing students certainly could not be relied on to do satisfactory work.

If you recommend that I drop some of these activities, how can I do it

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without getting an adverse reaction from the teachers and townspeople? How can I prevent having poor typing, done without my supervision, blamed on the business-education department?

ANONYMOUS

## Suggested Solutions

Dear Anonymous:

Your problems seem to face each and every commercial teacher. I have your extra duties plus the school annual, and I must admit that I don't exaggerate when I call them problems. I've found two solutions that are a great help. I'd like to pass them on.

The first one that I tried was satisfactory as long as I had an officepractice class. At the begining of the year, I assigned each high school teacher and the principal one of my most capable students to be his or her private secretary. These students did all the typing and mimeographing that the particular teacher had to have done. If one of these students did good work, it helped her office-practice grade; if otherwise, it lowered her grade. The extra students not assigned did all other typing that had to be done for outsiders or elementary school teachers. The knowledge that their work would be checked really kept the students doing their best.

My second-and present-plan, since we are not able to offer office-practice anymore, is to have two girls come into one of my typing classes each day and do all the typing that has to be done. I picked capable students who understand quickly what is to be done. They have a special drawer in the filing cabinet where their work is kept, and they come in quietly and find their work without disturbing either me or my class. On days when they have nothing special to type (if such days ever come), I plan to have them help me with my papers, work on bulletin boards, or do other things along those lines. They are getting one unit of credit in office practice, which encourages them. It is too much to expect students to do all that extra work without some sort of recognition.

Frankly, I like the second plan better because fewer students come in to type; and I can work with them more closely. Also, they get more practice and therefore turn out better work.

By having students take most of the responsibility off my hands and by using one week each month to let the second-year typing students publish the school newspaper, I manage to keep my work moving without very much confusion.

> MRS. C. A. SHAW East High School Ronda, North Carolina

Dear Anonymous:

Almost every person who joins a school faculty as a teacher of typing faces the issue of serving or not serving as "chief clerk" for both the school and the community. This is due largely to ignorance of the nature of typing instruction.

Typing teachers need not take upon

themselves the task of re-educating the public. The most tactful way to handle the situation is to take a kindly attitude and a firm stand. A few people will take exception and be offended, but the hurt feeling over the jobs that are not accepted will ease away much more quickly than will the teacher's ulcers if she takes them all.

Here is how we work things in our situation, and you are welcome to use the method.

1. Make a chart of all the faculty names and plan in your mind to do one job for each of them-but don't announce your plans.

2. As each job comes in, assign some student to it, or do it yourself. When the work is completed, mark on the chart the date, the size of the job, and its nature (stencil, copy for a play, program, etc.). Assemble the work properly and return it to the teacher with a note something like this clipped on top:

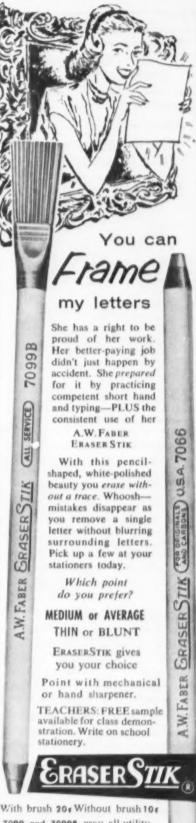
Attached is the typing you requested. We were happy to do it

We would like to do all your typing for you, but the nature of our course of study is such that very little elective material can be included. We are inexperienced and it takes us a long time to prepare work acceptably.

We hope the work meets with your approval; but if we have made errors, please remember that if we were skilled typists, we wouldn't be taking the course.

3. If this hint isn't sufficient and the same teacher sends another request, accept the work-then let it slip your mind. When the teacher gets frantic for it, she will return. Be as apologetic as you like, but stick to your theme song, "We've just been so busy-everybody is trying so hard to get required work in on time."

Whatever you do, don't promise



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the work by any definite time. If the teacher becomes positively leprous, then smile sweetly and tell her that you will stay after school and do it for her—if she will stay with you. If she has the gall to do so once, you are justified in refusing her work for all the future years. Her friendship is one-sided and hardly worth cultivating. If your conscience hurts you, just call to mind what her reaction would be if you requested that she remain after school to help you get your lessons plans ready!

4. For outside jobs, follow the same procedure for name, date, and nature and amount of work; but attach a note like this:

Attached is the typing you asked us to do for you. We were happy to do it, because we are proud that our school offers this course.

We are not quite ready to do commercial typing; but if you have other simple jobs, we will try to do them.

There is no charge for the first job—it is for advertising purposes—but our rates on future jobs are:

1 page double-space typing 25¢ carbon copies each 5¢ tabulated material 1.25 envelopes (per 100) 5.00

(Make sure that these prices are top prices in your area-remember, you may end up doing them.)

To make the notes impersonal, run them off on the duplicating machine and do not use a salutation or complimentary closing.

If other work comes in from the

same party, accept it and charge for it. Let the student who did the work deliver it and collect for it. If you did it yourself, send it by a student—but remember that you earned the money.

Hard-hearted? The longer you stay in commercial work, the better you will come to understand that people worth knowing respect a businesslike arrangement and no one appreciates what he gets for nothing. The preacher expects his pay; the city water department certainly isn't going to give you a month's free service—nor are your fellow teachers going to respect you if you allow yourself to become their flunky—departmentally or otherwise.

As for my own experience: I have been teaching typing since 1939. I have done jobs for many people; and the only place I ever worked where I was not among the "top ten" was in a school where I worked my heart out supervising typing jobs for every Tom, Dick, and Mary.

Keep your attitude kindly and helpful, but stand on your status as a professional person. You are being paid to direct and train students through the state-approved curriculum. Accept the jobs you want your students to do; work around all the others. This is not dodging the issue—it is a tactful way of preserving the privilege you earned in selecting and mastering your field.

Anonymous

## COMING NEXT MONTH

STATE REQUIREMENTS FOR BUSINESS TEACHERS: A listing of current requirements for business-teacher certification that covers all 48 states and the District of Columbia. Data will be broken down by type and term of certificate; minimum total hours in commercial major; minimum units separate fields of (a) secretarial science, (b) accounting, and (c) related business subjects; business experience required (if any); and graduate work required (if any) in addition to teaching experience. The list has been compiled, after exhaustive correspondence, by Helen M. Smith, a business teacher and certified public accountant.

SALESMANSHIP DEVICES: Tested devices for use in salesmanship classes, collected by William C. Knaak, vocational coordinator for White Bear Lake Area (Minnesota) High School. These devices will appear, a few at a time, at frequent intervals and for an indefinite period.

Also, turn to page 16 for an announcement of a new series on typing technique by Alan C. Lloyd.

# Pay Of College Teachers . . . Where The Russians Are The Capitalists

This editorial deals with a simple question about college faculty salaries: Which country pays its teachers better, Russia or the United States? It's a good question, with a sadly embarrassing answer.

That American college and university teachers are underpaid is not a novel observation. But what has happened to the economic status of their profession can be put in more candid terms. As far as financial incentives are concerned, we have virtually socialized the academic profession. Teaching has become such a poorly paid career, with so little prospect of material reward for outstanding performance, that it simply does not attract enough highly qualified young men and women.

Ironically, the Soviet Union has deliberately and successfully used capitalist incentives to improve its educational system. Although the Russians show an utter disregard of civil liberties, they pay their teachers well and confer on them all the prestige and privileges the Soviet society can offer. Russian professors, together with party officials and scientists, have become the privileged upper class of a supposedly classless society.

# Incentives To Be A Teacher

To be a college teacher requires high intellectual competence and long, sometimes costly, formal training. Aside from the appeal of academic life, what incentive does college teaching offer bright young men and women?

In the U.S., the average faculty salary is little more than the average income of industrial workers. According to the National Education Association, the average faculty salary is about \$5,240. College instructors receive \$4,100, associate professors \$5,730 and full professors \$7,100.

The average income of U. S. factory workers in 1956 was \$4,580.

Actually, workers in many industries — steel, automobile and petroleum, for example—earn more on the average than college teachers. And skilled workers often earn more than full professors at some of our colleges and universities.

In Russia, on the other hand, the young Soviet graduate can see that it pays — and pays very well — to choose teaching as a career. The head of a department in a Russian university can command a salary of about 6,000 rubles a month. This is about eight times the income of the average Russian worker, who earns 750 rubles a month.

The Russian professor comes off very well in terms of what his income will buy. It has been estimated that, based on Soviet consumption patterns, 6,000 rubles a month is worth about \$7,200 a year — or higher than the average professor's salary in the U. S. Of course, it is difficult to compare living standards in two countries as different as the U. S. and Russia. But particularly in the field of science — where the salaries can run to 15,000 or more rubles a month — it is clear that the Soviet professor enjoys a higher real income than that offered his American counterpart by a much more prosperous economy.

# Incentives To Be A GOOD Teacher

Russia also offers much higher premiums than the U. S. to those who attain distinction in teaching. Teachers at the university level earn significantly more than teachers in high schools, and university instructors can look forward to a sharply progressive rise in earning power as they

Societ Education for Science and Technology by Alexander Korol of the M.I.T. Center for International Studies.

# How Faculty Salaries Compare With Industrial Wages

(Worker's Wage in Each Country = 100)



Sources: Center for International Studies, M.I.T.; National Education
 Association: McGraw Hill Department of Economics

advance to higher positions. The spread between the income of a full professor and the lowest academic position is greater than fifteen to one. In addition, full professors can earn a healthy bonus if they are elected to membership in the Russian Academy of Sciences.

In the U. S., by contrast, full professors on the average earn less than twice as much as beginning instructors. And many college professors earn less than public school teachers in large cities. Even a full professor's pay does not compare with earnings in other professions or in positions in industry requiring similar training. The point was well summarized in a recent speech by Marion B. Folsom, Secretary of Health, Education and Welfare: "It is nothing short of a national disgrace that we are discouraging people who want to teach by offering salaries that are far below the levels justified by their training and far below the levels which others are willing to pay."

Our colleges and universities, as well as our teachers, find themselves in a serious predicament. Faced with a shortage of both funds and teachers, they cannot reward distinguished performances. Limited resources for salary increases have gone predominantly to the lower ranks, so that an adequate number of teachers could be retained. Meanwhile, potentially fine teachers are being siphoned off into better paid occupations.

The shabby treatment of our teachers threatens to undermine, not only our educational

standards, but our free enterprise system itself.

There is the recent example of a liberal arts college which discovered that five of its graduating seniors were being offered starting salaries higher than those paid any of their professors. It would be surprising if experiences like this did not place a strain on the enthusiasm with which these professors deal with some key aspects of American capitalism.

Also important is the role education is playing in the cold war with the Soviet Union. The Russians have made great strides in raising the quality of their education — particularly in science and engineering. Both the number and the technical calibre of their graduates are impressive, as recent Soviet achievements testify. These successes owe much to the generous economic treatment the Russians have given their teaching profession.

# A Standard For Faculty Pay

Earlier editorials in this series have outlined various ways American business can help relieve the financial plight of our colleges and universities. They have suggested that private contributions to higher education should average at least \$400 million a year over the next ten years if faculty salaries are to be raised to adequate levels and our colleges are to be able to meet increasing operating costs.

Another standard for raising faculty salaries proposed by an American businessman is this: "When a teacher's income gets up to a point where you will suggest to your boy that he ought to give some thought to teaching as a profession, then we may be approaching the right figure."

Russia clearly has set her teaching salaries well above the "right" figure. We are nowhere near it. What this adds up to is that the Communists — not we — have become the shrewd capitalists in the vital field of education.

This message is one of a series prepared by the McGraw-Hill Department of Economics to help increase public knowledge and understanding of important nation-wide developments. Permission is freely extended to newspapers, groups or individuals to quote or reprint all or parts of the text.

Donald C McGraw

McGRAW-HILL PUBLISHING COMPANY, INC.

# WE MUST DEVELOP SELF-CONFIDENCE IN OUR STUDENTS

RECENTLY, a group of business teachers visited a national business concern's central office in Minnesota. At the conclusion of the tour, we talked at some length with the personnel manager of the firm, which employs hundreds of office workers. He expressed great concern over the fact that, each year, applications for stenographic positions with his company were decreasing. According to him, the decrease was due not to any fall-off in the number of applicants with stenographic training, but to the fact that more and more of the applicants would not admit that they had completed such training. Furthermore, although they had completed the necessary requirements and in many cases had received above-average grades, the applicants lacked the confidence to take on the responsibilities of a stenographic position.

Not wholly satisfied that this statement was completely true throughout this area, I visited 12 other large offices in Minnesota and Wisconsin. Every office manager or personnel manager repeated, nearly word for word, what I had heard at the first office. Stenographic graduates of our high schools simply are not applying for the jobs for which they have prepared.

The existence of this situation seems to cast a seri-

When thousands
of business graduates
are afraid to apply
for stenographic jobs,
something is wrong.
What can we do?

GERALD L. TIMM

# A conference between student and teacher is unequalled as a method of building up a student's self-confidence

ous reflection on the classroom teacher. The facts indicate that we have been neglecting one of our most important educational objectives—student self-realization, which implies self-confidence.

I must state that the people I talked to—the people who hire our high school graduates as office workers—are not dissatisfied with the typical new employee's knowledge and skills. Evidently the job we're doing in skill development meets the requirements of today's business. However, we must ask ourselves: What good does it do to prepare a young person to undertake a responsible position if she is not even going to attempt to undertake it? The answer is obvious—and to that answer we should add the statement that, if we are justified in teaching stenographic skills in high school, then we are responsible for the development of confidence as well.

The techniques for developing confidence are many and varied. We must exploit them thoroughly if we are to meet this new challenge. Here are the more common methods:

- 1. Generous amounts of praise for students each time they enter a new area of learning.
- 2. A smooth routine in class, to allow students to adjust and relax while they are developing skills.
- 3. Always starting with the simple and moving gradually to the complex.

There are, of course, many more. I'd like to add three procedures in particular that seem to do more toward the development of self-confidence than any of those that I've just stated.

FIRST, the student should know exactly what the objectives of the stenographic-training class are. The requirements of teachers vary a great deal, of course, in this respect. Many schools have just one hour each day for the development of both shorthand and transcription skills. Some schools allow two hours for the same training. Whatever your particular situation, you have your goals in transcription and shorthandwriting speed. Let your students know what these goals are as soon as it is practical to do so. But first, answer this question for yourself: Are my objectives realistic—that is, do they act as stepping stones—or am I making objectives a high stone wall and then daring my students to go over it?

The determination and evaluation of objectives do not imply the lowering of classroom standards. Such

a move can lead only to a more frustrating experience for the trainee after she is on the job. However, some instructors set so-called standards that are so unrealistic and so nearly impossible to attain that the student tends to develop a real lack of confidence. There are teachers who advocate that our classroom standards should be higher than those of the average business office; but such extremes as no erasures on transcripts, 100 per cent accuracy on shorthand speed tests, or a solid page of typing without errors certainly constitute unrealistic goals.

A SECOND METHOD for developing confidence is actually a motivating device. On the basis of your community or on the basis of up-to-date research, let the students know what per cent of business dictators they can expect to handle if they attain a certain shorthand-writing speed. Not only will this give the students confidence in their writing ability, but it will encourage them to improve themselves to the maximum.

A good presentation to a class might be a distribution scale something like this:

Shorthand Writing Speed on New Matter, Sustained Material	Per cent of Dictators Handled with This Speed
80 wam	40-50%
90 wam	55-60%
100 wam	70-75%
110 wam	80-85%
120 wam	85-90%

After such a presentation, students strive toward the highest speed they can possibly attain. Although this scale is by no means a final criterion for determining success in a business office, it is one valid measurement; and it gives the student concrete facts on which to base self-confidence.

THE THIRD METHOD, the most thorough and most satisfactory, is the personal conference. At no other time and in no other way can a teacher get to the roots of a student's thinking in regard to vocational competency. A personal interview, though time-consuming, need not be a long and involved undertaking. It is helpful, however, to prepare in advance a definite procedure for the conference, determined, of course, by the amount of information the teacher already knows about the student.

I've found that one conference is inadequate, but

that two, properly spaced, will develop a student's self-confidence considerably.

For best results, the first conference should be held as soon as possible after the instructor has had an opportunity to prepare information on the student's skills and abilities. A series of tests, given during the first six or eight weeks of the second year of shorthand, will provide you with a knowledge of the student's typing, shorthand, and English skills. Armed with this information, plus any other pertinent data from the student's school records, you are ready to start. A 3 by 5 card containing the name of the student and all available information will be a great asset at the first meeting.

It is important that the best techniques of interviewing be used during the conference. Both you and the student should be seated. Be sure to open the conference by smiling and calling the student by name. Also, don't take notes during the interview—you may discourage free expression. Most important, let the student do most of the talking.

The conference must have definite purpose, too. Questions at your first meeting might include inquiries into the student's post-graduation plans. (You'll be surprised how many still haven't even thought about the matter!) Some students will reveal definite plans to go on to college. From others, you will learn that the family's economic status demands their going to work immediately after graduation.

### A Chance For Motivation

In the case of the student who answers an inquiry of this kind by saying, "I don't know" or, "I haven't thought much about it," a wonderful opportunity for guidance and motivation presents itself. Such a student has a strong tendency to drift in class until the day of the rude awakening—the day when she decides to enter the business field and wonders how she can develop the necessary skills within the next two weeks. Students of this type need more assistance than any others. Perhaps by pointing out their definite capabilities in the course of the conference, you will enable them to see their own potential.

Nearly all students are interested in your opinion of their skills. The first conference will give you the opportunity to encourage extra effort on the part of the students in those areas where they show noticeable weaknesses. A suggestion that a student spend

ten minutes a day for the next few weeks brushing up on her typing or that she practice brief forms each day can help to overcome her feeling of inadequacy in a specific area and, hence, build self-confidence.

The first conference may also bring to your attention serious problems that an individual student is facing. The very fact that you have shared such a problem with a student gives you a great deal of responsibility in helping to formulate a solution. A student concerned with even a minor problem will probably need an occasional private talk with you in the course of the year.

The 3 by 5 card should be filled in as soon as possible after the student leaves the conference room. Any notations made at this time may serve as valuable reminders long after the conference itself is forgotten. Also, you can take advantage of the card to check skill development and then use the student's progress as a motivating device. Those students who have received suggestions for improvement of specific weaknesses can be reminded or checked occasionally on their progress in that area.

### Let Them Know How They Stand

Have a second conference during the last month or two of the school year. At this time, it is of the utmost importance that the instructor let the students who are capable of holding an office position know it. Those who have not made the grade should also, of course, be informed of that fact. Not only will you give your trained students a personal statement to the effect that you believe them capable, but by informing those who are not prepared to meet the requirements, you are protecting yourself and your school against possible criticism.

In case you act in the capacity of a placement bureau for your students, this conference will let you know exactly who is available and, in some cases, will enable you to assist in setting up an interview with a potential employer.

To conclude: The responsibility of both guidance and preparation of high school students for the business world belongs to us. We can't afford to train our young people for two or three years and give them skills only. Let's give them the skills along with self-confidence, so that they may enter their chosen field without reservation. In other words, let's meet the needs of both the student and business.

## BERNARD V. DEUTCHMAN

George W. Wingate High School, Brooklyn, N. Y.



SECRETARIAL - STUDIES DEPARTMENTS are frequently requested to present an assembly program that will be of interest to an entire student body. When our department was assigned a date for an assembly program, we considered such possibilities as presenting a champion speed typist, several Civil Service representatives, or motion pictures. I felt, however, that a playlet showing the values of studying shorthand and typewriting would serve our educational and recruitment purposes better and would provide entertainment as well.

The problems of presenting a play are, of course, numerous: finding or writing an appropriate script, casting, rehearsing, and preparing scenery and props. I'd like to outline a procedure that I followed to write, produce, and present a play that was extremely well received by the two student and faculty audiences that saw it

To begin with, an announcement was made in the advanced stenography classes that all students who were interested in participating in a departmental

# WHY TAKE A SECRETARIAL COURSE?

# CAST Receptionist

TINA and JUDY, job applicants
SHORTHAND TEACHER
GLENDA, an advanced steno student
SANDRA, a beginner in shorthand
B Other Beginners in shorthand
Typing Teacher
4 Typing Students
Handy Man for duplicators
Demonstrator for duplicators
Alice and Lillian,
secretarial-practice students
Rochklle and Mary, transcribers
Bernard Devichman, Chairman

(STAGE IS DIVIDED INTO THREE SECTIONS, SO THAT SCENES CAN BE CHANGED SIMPLY BY MOVING SPOTLIGHTS. PLAY OPENS WITH SPOTLIGHTS ON CENTER SECTION. RECEPTIONIST sits at desk equipped with stapling machine, typewriter, and dietating machine.

As scene opens, RECEPTIONIST is transcribing from propped-up note-book. Tina enters from left. She is dressed garishly—high heels, fancy hat large pocketbook, jingling bracelets and is chewing bubble gum.)

TINA: Hi! I'm the new secretary you advertised for!

RECEPTIONIST: Mr. Fox is busy at the moment. Please have a seat.

(TINA sits down in seat at left of receptionist's desk and begins to blow gum bubbles. RECEPTIONIST continues to transcribe her notes. JUDY, appropriately dressed for a business interview, enters from left.)

Judy: Good morning. I came in answer to your advertisement for a secretary.

RECEPTIONIST: Please be seated. Mr. Fox will interview you in a few minutes. (JUDY sits down at right of receptionist's desk. RECEPTIONIST continues to type for a few seconds, then removes letter from typewriter.) Excuse me, I'll be back shortly. Mr. Fox will see you soon. (She exists at right.) TINA: Gee! I see you're after the same job I am. I hope I get it, because I need it very badly.

JUDY: Well, I'm sure Mr. Fox will pick the person best qualified for the position. I can take dictation at 100 words a minute. How fast can you write?

Tina: I never studied shorthand. I didn't think it was necessary.

Judy: Many employers dictate at the

rate of 80 to 100 words a minute. I'm sure you could never write that fast in longhand.

TINA: I've always been a fast writer. I never missed any notes in school.

JUDY: I remember my first day in the shorthand class at Wingate High School. Mrs. Feldrich, my shorthand teacher, quickly proved the value of shorthand....

### FLASHBACK

(SPOTLIGHT SHIFTS TO RIGHT OF STAGE. TEACHER is standing in front of four girls who are seated at desks. Each girl has a pen and notebook and is prepared to write shorthand.)

SHORTHAND TEACHER: Girls, this is your bread-and-butter subject. Since you're all new to it, I've invited an advanced stenography student to come in and show you the essentials of shorthand. (GLENDA walks from right wing to center of stage, wheeling portable blackboard. She places it with one edge toward audience.)

Class, I'd like to introduce Glenda.

Many girls like to use their shorthand to help them in learning the
words of new songs. Our first demonstration will show you how you can

assembly program should meet with the chairman (myself) at a designated time and place.

At the meeting, I outlined the general purposes of the program and encouraged the girls to discuss various possibilities for presentation. We finally decided on this general approach: We would demonstrate the advantages of having studied shorthand and typewriting by comparing two girls—one who had studied these valuable subjects and another who had not. The students selected an employment situation as a dramatic device. After we had discussed the employment interview in general terms, the girls volunteered for various parts in the play. I gave them a day or two to prepare their own parts in tentative form and asked them to bring their scripts with them to the next meeting.

At the second meeting, the girls read the parts they had written. We made the adjustments necessary to weave the parts together into a cohesive play and polished elements of the individual scripts in order to make them more suitable for presentation.

In the course of several preliminary rehearsals, the girls read through their parts to become familiar with their own lines, as well as the development of the play as a whole. We made minor changes along the way. After the scripts had been definitely established and the girls had become familiar with their lines, full rehearsals started. We held two rehearsals without props, then two more with full scenery. The play was ready for presentation.

I've gone into detail in order to make it clear that the bulk of the play was actually written by the students themselves. Since the students' own language was used and the scope of each part was completely within the student's experience, memorization of parts was relatively simple.

The play can easily be adapted by any school to meet special situations and varying types of equipment available. It requires, of course, the assistance of the custodial staff or several strong boys to place such props as desks, typewriters, and duplicating machines on the stage. However, it does not require any scenery or equipment that is not normally found within the school.

I'm sure that you, too, will find this procedure a practical and relatively simple one and that you will feel amply rewarded for the effort expended.

The script written by our cast appears below.

# — A Play Tailored for an Assembly Program

apply your shorthand knowledge in that way.

(SHORTHAND TEACHER plays a slow record. [We used "On the Street Where You Live," sung by Vic Damone.] GLENDA writes words to song on blackboard in shorthand. SANDRA, one of the students, interputs.)

SANDRA: Oh, that's easy! I can write that fast in longhand.

SHORTHAND TEACHER: Well, let's try an experiment. Sandra, you come up to the board and write in longhand on one side, while Glenda writes in shorthand on the other side. This time we'll try a different song.

(SHORTHAND TEACHER plays a fast record. [We used "Let's Call It Love," sung by Danny Kaye.] Both girls start to write. After a few phrases, SANDRA throws up her hands, but GLENDA continues writing.)

SANDRA: Stop! Stop! This is ridiculous!

SHORTHAND TEACHER: How much did you write, Sandra? Please turn the board so that we may all see it.

(SANDRA turns the board so that the audience can see that she has scrawled two or three words illegibly.) Now, Glenda, will you please show us what

you've written? (GLENDA turns board so that audience can see her shorthand notes.) Please read it, Glenda. (GLEN-DA reads her notes.)

Glenda will now show you the practical application of stenography. She will take a letter from a dictation record at the rate of 80 words a minute; since she is writing on the blackboard, it is equivalent to taking normal dictation at the rate of 100 words a minute. (Shorthand Teacher plays a dictation record at 80 words a minute as Glenda writes in shorthand. Blackboard is placed so that audience can see her write.) Glenda, please read your notes. (Glenda teads her shorthand notes.)

(END OF SCENE. SPOTLIGHTS RETURN TO CENTER OF STAGE.)

JUDY: I'm sure you couldn't get a job as a secretary, but maybe they can use a typist. Do you know how to type? TINA: Sure I do. Just you watch.

(She moves over to receptionist's seat and picks up a sheet of paper, then fusses with it and the paper bail as she inserts the paper into the machine.) What's this button for? (She pecks away with two fingers.) See how well I learned to type all by myself!

JUDY: Oh, I'm sure that will never do. You should have learned touch typing by studying it in school. I remember my typing teacher, Mrs. Leavam. . . .

### FLASHBACK

(SPOTLICHT SHIFTS TO LEFT SIDE OF STAGE. TYPING TRACHER is standing in front of a typewriter demonstration stand. Four girls are seated at typewriters.)

TYPING TEACHER: The first thing we'll learn is the correct insertion of the paper in the machine. Pick up the paper with your left hand and place it in the machine. Then quickly twirl the right cylinder knob.

As a preliminary workout, we'll do finger drills. These drills are important for achieving co-ordination quickly and gaining speed much more rapidly. (She dictates as students type in unison.) FRF JUJ DED KIK. (She stops dictating, but students begin dictating aloud as they continue to type this drill in unison. When they have completed 1% lines of this drill, she says:) Stop!

(SPOTLIGHT RETURNS TO CENTER OF STAGE.)

(Continued on next page)

Juny. That was only the beginning. In the second term, we developed speed. . . .

### FLASHBACK

(SPOTLIGHT RETURNS TO TYPEWRITING CLASS AT LEFT SIDE OF STAGE.)

Types. Teacher: Today we shall continue to develop speed. Turn to page 63. This is going to be a short speed spurt. Ready? Start! (Students type for approximately 30 seconds.) Stop! How fast did you type?

FIRST STUDENT: 44 words a minute. SECOND STUDENT: 46 words a minute. THIND STUDENT: 43 words a minute.

TYPING TEACHER: Fine. How many errors did you make?

FIRST STUDENT: None.

SECOND STUDENT: None.

THIRD STUDENT: One mistake.

TYPING TEACHER: That's very good.

(SPOTLIGHT RETURNS TO CENTER OF STAGE.)

JUDY: Since you don't qualify as a typist, you might be hired as an officemachines operator.

Tina (picking up stapling machine from desk): Well, I can work a stapling machine.

JUDY: Oh, I don't mean the stapling machine. I mean dictating and duplicating machines.

TINA: Huh? What are they?

JUDY: I learned all about those in my secretarial-practice class. . . .

### FLASHBACK

(SPOTLIGHT REMAINS DI-RECTED ON CENTER OF STAGE; HOWEVER, CURTAIN AT REAR OPENS to reveal, behind and slightly to the right of the receptionist's desk, a stencil-duplicating machine and a fluid-process duplicating machine. A HANDY MAN is standing beside them, adjusting them and preparing them for use. A Demonstrator is standing in front of the machines.)

DEMONSTRATOR (pointing to stencil duplicator): This is a stencil-duplicating machine. First, a stencil like this (holding up a wax stencil) is prepared either by typing on it or by writing on it with a stylus. Then the stencil is placed on the machine. This machine can be operated electrically and will produce as many as 500 copies a minute. At least 5,000 copies can be duplicated from one stencil. (She

points to fluid-process duplicator.) This is a fluid-process duplicator. A stencil like this (holding up a spirit master) can easily be prepared by either typing on it or writing on it with a pencil or ball-point pen. Also, pictures can be drawn on it quickly. This machine does not operate as fast as the stencil duplicator; nor can it produce so many copies. Material can, however, be prepared much more simply and rapidly on it than on the stencil duplicator.

Two students, Alice and Lillian, are seated in the audience with steneils for you to write on. We'll soon duplicate samples for you from these steneils. Just sign your name on one of the steneils as Alice and Lillian bring them around.

(Two girls, ALICE and LILLIAN, are seated at the front of the auditorium. Each has a stencil tacked to a drawing board; one is a wax stencil, the other a spirit master. Each girl carries an appropriate writing instrument-stylus or hall-point pen. Stencils have been partially prepared with signatures, sample drawings, and such sayings as "Shorthand is fun!" and "Typewriting is valuable." The two girls invite memhers of the audience to write their names on the stencils. Girls then return to stage. Stencils are placed on duplicating machines, and 30 to 50 copies are prepared on each machine.

DEMONSTRATOR allows ALICE and LILLIAN time to secure signatures. As they return to stage, Demonstrator proceeds to receptionist's desk and picks up mouthpiece of dictating machine. She speaks to audience but holds mouthpiece in position to make a recording of what she says.)

DEMONSTRATOR: This is a dictation machine, which is used in the preparation of dictation records. I'll give you a quick demonstration. I've been talk-

ing into the microphone of this machine; now let's hear how the machine has recorded my speech. (Juny adjusts machine for playback, and foregoing speech is repeated.) Alice and Lillian will now distribute to the audience copies of the material prepared from the stencils you have just written on. (ALICE and LILLIAN distribute copies, then return to their seats in front of auditorium. SPOTLIGHT SWITCHES TO LEFT SIDE OF STAGE. DEMONSTRATOR walks over to left. Two girls are seated at typewriters wearing headpieces of transcribing machines and typing from recorded tapes.) Over here we have two typists, Rochelle and Mary, typing letters from dictation records that have previously been prepared on a machine such as the one that I've just demonstrated.

# (SPOTLIGHT RETURNS TO CENTER OF STAGE.)

Tina: Well, gee! I didn't study any shorthand or typing, or even office machines, when I went to school, because I was an academic student. I planned to go to college.

JUDY: That's nothing—there were a lot of academic students in my class who took shorthand and typing as one of their two-year sequences.

Tina: I wish I'd known about that. Judy: Quite a few of my academic friends took shorthand to help them with their notes in college, and so they'd be able to do part-time or summer work. As a matter of fact, I'd like to introduce to you the chairman of the secretarial-studies department of Wingate High School, Mr. Deutchman, who will tell you the advantages of studying shorthand and will answer any questions you may have. (Bernard Deutchman explains department's objectives, answers questions, and closes program.)

CURTAIN



### TYPING TECHNIQUE!

How to develop it . . . and correct it . . . and protect it . . . is the theme of an authoritative new series of articles by Dr. Alan C. Lloyd.

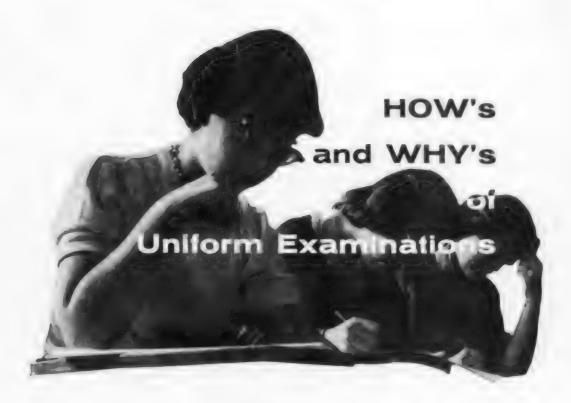
The first installment, coming in past growth's REU.

The first installment, coming in next month's BEW, will deal with the down-to-earth topic,

"The Care and Feeding of Good Typing Technique." Dr. Lloyd will draw on his wide background in typewriting to present exact details, new helps, new devices, and model remedial drills.

# 5. What to do after exams

LAST OF FIVE PARTS



AS SOON AS the answer sheets are turned in for grading, the supervisor should distribute forms that ask for each teacher's reaction to how the examinations "stood up under fire." Any form may be used as long as it consumes little time and can be answered without referring to the examination papers.

Ideally, the following items should be evaluated after each examination:
(a) scope, (b) length, (c) range of difficulty, (d) rating scheme. Several questions may appear under each category, with an added space for additional comments. Teachers should be free, of course, to submit their reactions in any other form of their choosing. Though their evaluations need not be submitted to the office with the answer sheets, business teachers should be in the habit of

## I. DAVID SATLOW

Thomas Jefferson High School, Brooklyn, N.Y.

getting such chores out of the way as soon as possible.

QUESTION FOLDERS. Folders containing a sample copy of each examination given by the department should be prepared and sent to the principal, the city director, each department member, and to persons on the exchange list. Five to ten folders should be placed in the department files.

The remaining unused examination papers may be used as review material in the following term. Before teachers turn these extra copies into the office, however, they should be allowed to use them in their postexamination instruction. No one is

hkely to hoard the papers as long as he knows that the materials will form part of a co-operative pool.

REPORTS. Too frequently, elaborate reports are called for after the papers are corrected. Data should be reduced to a minimum, furnishing the department head only with whatever information he will need for his report to the principal. The chairman might, indeed, explore the reasons behind the various questions on the administration reports. He might even campaign for the elimination of superfluous data.

In addition to the report on the percentage of students who passed, two other reports might be called for. One might ask for a diagnosis of the errors made on the examinations, the other for information concerning the

students who did not show up for the examinations. The diagnosis of errors will be discussed later.

The report on absentees should help to screen out the students who deliberately failed to appear. A comparison with reports for previous terms will disclose repeat cases. A separate decision will then have to be reached on each absentee: whether he is to be excused, permitted to take a special make-up examination, or given a failing mark on his report card.

STORING PAPERS. At the first lesson following the examination, students want to know the correct answers to the questions. Some of the more difficult phases of the examination might be gone over speedily. but a more thorough treatment should be reserved until the papers have been rated. Once this rating is completed, the answer sheets should be returned to the students and gone over carefully to determine the sources of error. Students are then given the opportunity to question the way they were rated. They should be encouraged, of course, to note their errors for the purpose of self-study.

Some departments have students write the following on their answer papers: "I have seen my paper after it was corrected and understand the reasons for all deductions." Papers should be filed ultimately in the department storeroom, both for possible inspection by the department head or a departmental committee and for ready reference in the event any parent registers a complaint. No call for the papers should be issued, however, until after the teachers have diagnosed the errors on them.

Set aside a shelf in the departmental storeroom for examination papers. These papers need not be kept permanently. They can be destroyed after a reasonable lapse of time. Ordinarily, six months should suffice. Certainly there is no reason to retain them longer than one year.

TEST RESULTS. Once the examinations have been rated, the supervisor should indicate how the results can be applied toward improving instruction. The various reports and analyses do two things: (1) point up areas of learning that call for immediate improvement, and (2) suggest future areas of exploration that will help avoid similar conditions.

If the findings are not put to good use, then all paper work represents a waste of teacher energy. It also sacrifices the opportunities for professional growth. When examinations are used solely for testing the student's knowledge, they degenerate into a way to obtain a mark, nothing more. It is at such a critical time that one may ask the pragmatic question, "What price examinations?"

DIAGNOSIS. Diagnosing the errors that students make in examinations is a valuable by-product of evaluating student learning. No set form need be followed. At least three ways are possible: (a) the quantitative type, which lists each individual question and reports the number of correct and incorrect responses; (b) the qualitative type, which lists the types of errors that were made and their frequency; or (c) the individual diagnosis, which shows on a separate sheet each error made by each student; for this, a mimeographed error-analysis form would be desirable. Such a project will provide each teacher with a graphic picture of his teaching efficiency. It may also be of value in any conference with the department head at which the examination and student learning are to be discussed.

Diagnosing errors need not be tedious—a creative approach is in order. For example, confine the diagnosis to a specific set of items scattered in different parts of the test. The amount of detail work is reduced; and, at the same time, figures on key knowledges or skills are still available for the guidance of the department.

### Remedial Instruction

After the return of the answer papers, the students should want to join in remedial measures designed for their benefit. Such instruction will naturally assume different forms, depending on the type of error being corrected.

One system is that of group instruction, in which five or six students are taught by the teacher while the rest of the class is at work on a problem. The "group" is an ever changing one, depending on the type of error being remedied. The possibility of using superior students to take charge of some groups should not be overlooked, but remember, as in any other form of teaching, mere telling is not teaching.

Such individual help may be arranged after school hours, for study periods, or during class time. In the last instance, several pairs of students may sit off in a corner for their tutoring sessions. Both the bright and the weak students benefit from this kind of arrangement. Assisting the less gifted will help the bright student to adjust himself to life. In the everyday world, the faster worker must always come to the assistance of others in his office.

When the diagnosis of answers discloses a universal lack of understanding concerning a specific item, reteaching rather than remedial instruction is necessary. Reteaching, however, should not be undertaken until the teacher has re-examined the lesson plan, which was apparently ineffective.

No supervisor expects a program of remedial instruction to perform miracles. In the case of an indolent student, one cannot now expect to accomplish what an entire term's instruction failed to do. The student who has been diligent in his efforts, however, can gain substantially from the remedial program. Of course, more can be accomplished after a mid-term examination than after a final examination because of the time available.

RETESTING. The program of reteaching and remedial instruction is aimed at eliminating the errors revealed by the uniform examinations. Consequently, a retesting program is in order. The test should be simple and brief and should lend itself to speedy marking.

These tests may be given to an individual or a complete group. There is no reason to subject capable students to a test if they have already proven their knowledge. The only test that should be given to everyone is one based on material that proved troublesome to the whole class.

VISITATION PROGRAM. While discussing a supervisor's duties before examinations, I remarked in the preceding installment that he may visit any class session. After the uniform examination, however, his visits should coincide with the instructional needs revealed by the examination. The first visit might seek to discover how well the return of the papers is handled. Are the answer sheets distributed quickly and without em-

**BUSINESS EDUCATION WORLD** 

N O SCHOOL tomorrow, Mom!" the boy next door shouts as he jumps on his bike and gets his early start to school.

There may be no school for him tomorrow, but his teachers are going to get a little education of their own at that time. For tomorrow's the day they swap ideas with local businessmen. Yes, tomorrow is B-E Day.

The Business Education Day program was started to increase understanding between businessmen and educators. The first program was started in 1946 when Carl M. Horn, of Michigan State University, took a few school administrators on a series of trips to business firms in the East Lansing area. Both educators and businessmen thought so highly of the results that the program was extended the following year to other towns in the State.

Great ideas sell themselves, and this project was no exception. Today, approximately 700 towns in the United States, plus many in Canada, participate in this yearly program. B-E Day is not confined to large cities. Its small-town roster includes: Wausau, Wisconsin; Fort Myers, Florida; Owosso, Michigan; Visalia, California; Norwich, New York; Milford, Connecticut; Oregon City, Oregon; Gainesville, Georgia; Jeannette, Pennsylvania; Longview, Texas; and Greybull, Wyoming.

"How does B-E Day function everywhere?" you may ask.

It is an organized effort by the local chamber of commerce and the superintendent of schools, an effort that turns the entire business of a town into a laboratory for school teachers. Although the program is similar all over the country, there are some variations. For instance, Tampa, Florida, cannot possibly handle all its teachers in one day; so it alternates years, taking the elementary teachers one year and the secondary instructors the next.

In Houston, Texas, the teachers go to work in the offices of industry, while the businessmen, in turn, take over the classrooms. Boston, Massachusetts, businessmen meet the educators in panel discussions and study such topics as job competence, the transition from school to job, and communication between schools and business.

In Springfield, Missouri, each teacher receives a booklet that includes a history and description of the firms she visits. This proves par-



ticularly helpful for follow-up work in the classroom. Springfield's list of hosts includes churches and hospitals as well as banks, restaurants, factories, and beauty schools

Because of the proximity of a naval base, Ventura, California, offers its teachers the unique experience of visiting Government offices and naval ships. Ventura hosts also include county welfare and fire departments, which represent local government, newspapers, radio and TV stations, public utilities, and even a detective agency, in addition to the rank and file of hotels, food marts, and department stores.

"How do teachers react to this lab' day?" you may wonder.

A Charlotte, Michigan, (pop. 7,-000) teacher enthusiastically wrote:
"...made it possible for me to do a better job of teaching—a greater appreciation of the hometown and its opportunities."

"I feel that herein lies its greatest value—the person-to-person contact between unacquainted members of a community." This was the reaction of an instructor at Ventura, California (pop. 27,000).

"B-E Day certainly provided the type of community example that proves Rockford's business and industry are working with their schools," was the statement of a teacher in Rockford, Illinois (pop. 93,000).

"How do business people react to playing 'host'? Does this visiting interfere with the day's work?"

Business functions as usual. The teachers are escorted in small groups through the factories, plants, stores, banks, etc. All employees continue their assigned tasks, unless they are asked a question. Some employees act as guides.

"We were impressed with the high character of the (teacher) group—a real opportunity to strengthen their belief in our economic system," reported a business executive of Muskegon, Michigan.

"One of the most successful projects a chamber can carry out-should be nationwide." This was the remark of a chamber of commerce executive of Jackson, Michigan.

"The only trouble is that there's been no criticism. Nothing can be perfect," smiled Al Albinger, secretary of the Ventura Chamber of Commerce. "Of course we like it. We've voted to make it an annual affair. That shows what we businessmen think of the idea."

# A Short Guide to Distributive Education

THOMAS E. MILLER

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ORK EXPERIENCE is perhaps the most vital part of a distributive-education program. Its success, however, depends on proper placement of students. A misfit is seldom a satisfactory student; he is both irregular in attendance and a bad influence on classmates. Frequently, too, he is a bad advertisement for distributive education.

A student properly placed, however, is usually a successful student, both regular in attendance and cooperative in the classroom. The first step in proper placing is to make the student understand that he is expected to get the job for himself. The job, of course, must be approved by the teacher, who checks to see that (1) it is a distributive occupation, (2) it requires a minimum of fifteen after-school work hours per week (the number of hours may vary in some states), and (3) it is within a reasonable distance of school.

The teacher may refer students to employers whom he has contacted; but when there are new employers, then under no circumstances should the teacher approve a job for a student without having first visited the employer. The teacher should make sure that each employer understands the student is being employed parttime for the entire school year, not just for certain busy periods. Likewise, the teacher should make very clear to the students before any placement that, when a job is accepted, it is to be that student's job until the end of the school year. Without making definite commitments, the teacher may also permit students to work extra hours during preholiday periods and/or special sales events.

At least one conference a month should be held with those employers whose stores have a training depart-Two conferences a month should be held with the management of other stores. These conferences may be quite brief. In each instance, both teacher and employer should learn something that shows one or both of them how to help the student. This might even take the form of a pat on the student's back. Of course, the conference also reminds the employer that the teacher and the school are still vitally interested in the particular student.

Each student's post should be visited several times each month. Some of these visits should be in addition to the conference just mentioned. In most instances, the student should be told that the visit is going to take place. If possible, the teacher might also chat with other store employees about the student. After such visits, it often helps to praise the student's work to the class if he has done well.

### Classroom Training

Perhaps the most common criticism of distributive education, at least in Pennsylvania, is that it lacks a specific course of study. Some state requirements list only the topics to be covered and suggest no uniform method of covering that material, so this criticism is valid to some extent. I do believe, though, that the more conscientious distributive - education teacher who plans his work and then follows through does not merit such criticism.

Classroom discussion is one of the

most valuable phases of distributiveeducation training. Here is the opportunity for each student to learn through the experiences of his fellow students. Here is the opportunity for each student to get answers from people at his own age level. Of course, this never replaces the private conference between student and teacher, which is necessary in many instances.

Are you doing the best job you can in your distributive education classroom? Test yourself by answering these questions:

- Do you always enter your classroom in the morning with a plan for each period? (Your students know whether you do or not.)
- Do your students know when they leave your class what they are supposed to prepare for recitation tomorrow?
- Do you make specific but brief assignments for homework? (Lengthy assignments should be avoided in distributive education.)
- Are your homework assignments sometimes made at bell time, as though an afterthought?
- Do you do your very best to make your second class period different from the first and third periods?
- Do you occasionally plan and carry out supervised study periods?
- Do you work with your librarian to use supplementary material effectively?
- Do you get help from other teachers in your school and help them in return?
- Are you emphasizing spelling and arithmetic? (Both are weak spots for many beginning students.)
- Are you planning to go all out this year to make the merchandisemanual project worthwhile? (The students' enthusiasm will depend on the teacher's.)

But before on-the-job training and classroom training can reach their full effectiveness, the student must be predisposed to his subject. This is the final point I would like to emphasize. We accomplished it here in Pittsburgh by means of a duplicated form letter that is given to the student on the first day of class. Preferably, it should be signed by the city supervisor of distributive education. After the student reads the letter, he knows just what is expected of him. If he has caught a spark of enthusiasm, he is ready for your first lesson. The letter appears on the next two pages. Good luck!

### DEPARTMENT OF DISTRIBUTIVE EDUCATION

(An open letter to beginning students)

Dear D.E. Student,

Welcome to the Distributive Education class. I hope this will be your most enjoyable as well as your most profitable school year. The fact that you elected to enroll in this course indicates your interest in it. The fact that you were accepted indicates that your personality and ability are equal to or perhaps better than average. The fact that many of the students who have graduated from this course during the past ten years are now occupying positions of real importance in the field of merchandising is proof of the value of the course. You have the interest, the personality, and the ability. The course offers the opportunity to prepare for a successful career. The rest is up to you.

Here are some suggestions to guide you. Place them in your notebook and refer to them often. The certificate you will receive with your diploma next June should be permanent evidence of a job well done. It should be invaluable as a reference during the years to come. It will be both if you follow these suggestions faithfully.

- Be regular and prompt at school and on the job. Do not, however, attend school or go to work if you are actually ill. Note, too, that it is not permissible for students to work during the afternoon if they have not attended school in the forenoon.
  - Your school is your first obligation. To miss school in the forenoon and work in the afternoon is a clear violation of this obligation. Your permanent professional record will start the day you begin your job. This record will be cumulative over the years. It may at some future time mean success or failure when your big opportunity comes along. Keep that record good!
- 2. Your immediate boss in the afternoon is the person who is responsible for your work on the job. He will appreciate certain courtesies due him. One of the surest ways of making him lose interest in you is to go over his head by taking criticisms to a superior. He is helping himself when he helps you; and he will help you if you take your problems, criticisms, and words of commendation to him.
- 3. Your pay and certain other items connected with your parttime work experience should be considered as confidential. You, your employer, and your teacher-co-ordinator may discuss these things freely; but they should not be discussed with others. You may receive more pay or less pay than another student. This will amount to very little during the year;

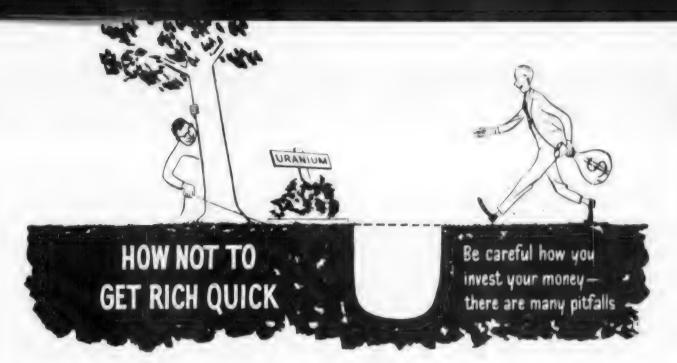
after all, remember that Distributive Education is intended to be a training program, and pay received is only secondary.

- 4. Speak only good of your employer, your store, and your school. Speaking otherwise cannot possibly help you, and the person to whom you speak has a right to believe you would talk the same way about him. Make it a point to say nice things about people occasionally. If you find anyone you can't say something good about, there is a strong possibility that there is something wrong with you.
- 5. You should welcome criticism. Constructive criticism by an employer is an indication that he thinks you can improve. If he should become certain that you can't improve, he is not likely to consider you for promotion.
- 6. Be honest. Whether in conversation or with money, honesty is essential to success. Ability, energy, and even your smile are wasted when you are known to be dishonest.
- 7. Be industrious. Do not be satisfied with doing only those things you are required to do. Although the person who always does what he is asked to do and does it exactly right is usually considered as "the employee we can't get along without," the person who does the same plus extra necessary things is often classed as, "the employee we can't get along without placing in a more responsible position."
- 8. When you are placed in your part-time position, consider that position yours for the school year. Under no circumstances give even a thought to changing jobs without the full consent and agreement of your co-ordinator-teacher and your employer. To do so would immediately tend to label you as unstable.
- 9. Your co-ordinator is anxious to make both your work experience and your school work enjoyable. Take your afternoon problems to him as you would your school problems.
- 10. Be a good citizen. After all, if you get along well with people, if you so conduct yourself in school, at work, and on the street that you reflect credit upon your school and your store, you are bound to get the most out of school and your work experience and a good start toward getting the most out of life.

SUCCESS IS MAKING HAY FROM THE GRASS THAT GROWS UNDER OTHER PEOPLE'S FEET!

Sincerely,

Your D.E. Supervisor



YOUR PHONE RINGS. A suave, confident voice announces that you are one of "a selected few being given an unusual opportunity." A fabulously rich vein of uranium ore has been discovered in Canada. News of the find is still a tightly guarded secret; but, once it becomes public, the stock of this particular uranium company is certain to double in value, if not more. The stock is selling for only four cents per share right now. How about 1,000 shares? Or 10,000?

This situation may sound absurd, but it is happening every day. There are always "suckers" to fall for the latest get-rich-quick scheme. The securities racket relies on the universal human desire to make money—as much as possible, as quickly as possible. The swindler need only convince his prospects that this particular proposition is what they have been waiting for. He appeals to their greed, prejudice, and self-esteem. He takes advantage of their lack of investment knowledge. Above all, he tries to prevent them from investigating him.

To protect innocent investors, the Securities and Exchange Commission has established regulations for companies that offer securities for sale within the United States. Each stock offering, the regulations demand, must be accompanied by a detailed prospectus or offering circular. A minority of Canadian securities salesmen, however, continue to ignore the S E C's protective rules. Thus, since 1951, the Commission has kept a "Canadian Restricted List," which names the securities it has reason to

# PETER YACYK

believe are being offered in this country in defiance of SEC regulations. This list may be obtained from the Securities and Exchange Commission or any reputable brokerage firm, but not even the SEC claims that the list is complete. A prospective buyer of speculative securities, therefore, should deal with only a reputable and responsible broker in his community.

In recent years, corporations have been selling new stock issues in record volume in order to raise cash for expanding their operations. This boom in the market has whetted the public's appetite for stocks. Since incomes of teachers are slowly increasing, more of them than ever have surplus funds to put into securities. Many have already been swindled by securities racketeers who are "riding the boom."

Here's a simple example to show why the public should keep away from such speculative ventures. In this country, anyone can turn his beat-up land into a uranium mine. A person can set up a corporation for about \$300, which he can borrow and then quickly repay after selling the first stock. If he were to sell 4 million shares at four cents each, he could raise approximately \$160,000. This would all be profit, except for the \$300 and the cost of printing some fancy-looking stock certificates. Gold seals might be put on them, along with engravings of mushroom clouds. The prettier the certificates, the more four cents he'll get.

A circular is needed, by the way, if the amount of stock is less than \$300,000; otherwise a prospectus is used to meet the requirements of the Securities and Exchange Commission Act of 1933. Neither of these is needed if such a company offers its stock solely to the residents of one state (unless required by state law).

See how easy it is? You don't even have to go to Canada. But there is one more requirement. This is called "complete disclosure," and it makes the whole setup legal. The circular must tell the investor in the uranium company that he is stupid if he invests his money in this venture. It also includes some maps of the land and adds that nobody has found uranium for thousands of miles in any direction, that a dollar invested probably is a dollar lost, and that the uranium corporation doesn't know when, if ever, it will get around to digging a hole. Yes, this makes the scheme legal. It isn't the corporation's fault if the customer refuses to read it-or, if after reading it, refuses to believe it.

How can they dupe so many persons? Simply because even legitimate corporations that own uranium-producing mines often have had to start like the one described above. Their first circulars also told the truth about how dim their hopes were, how seldom a new uranium strike is actually made. The best guide to investing, therefore, is your intelligence, not your emotions. If and when you buy securities, know why you are buying, what you are buying, and from whom and through whom you are buying.

# RECIPE FOR TEACHING

OUR PUBLIC SCHOOL system has expanded so greatly that we are now graduating many students whose counterparts never would have entered high school fifty years ago. As a result, the "exceptional" child is no longer the exception but the rule in junior-high typing classes. The emphasis that used to be placed on the child with an extremely high LQ, is now being placed on the one with a slow probable learning rate.

Although certain difficulties in the learning of typing occur among all students regardless of their I.Q., it seems to me that some types of problems are more prevalent among the "slow learners." For this reason, I prefer to analyze learning difficulties according to type before making plans for presentation of material to such groups, so that the material can be organized most effectively.

My observation and experimentation indicate that slow learners experience difficulties for one or more of these reasons:

- Inability to handle the skills of reading and the mechanics of grammar and spelling, as a result of low I.O.
- Inability to comprehend directions, because of faulty study techniques.
- Wrong fingering, developed through incorrect practice.
- Poor motor ability, which frequently accompanies low 1.Q.
- Fear of failure, with a consequent absence of motivation.

In cases where typing is divided into two semesters, we generally consider the first semester as beginning typing and the second semester as advanced typing. In both semesters, typing is organized on a laboratory basis to allow for the great variety of individual differences within classes. It is not unusual to find speed ranges from 20 to 60 words a minute (gross) in a single class before the end of the first semester. Therefore, lessons must be planned so as to provide a challenge for the fastest typist and, at the same time, meet the needs of the slowest.

One of the most important early techniques I have used is to give encouragement to all students, no matter how poorly developed their skill is. Early in beginning typing, I start touring the room to check on fingering, posture, touch, and confidence. With a student who seems to be tense and nervous, a little praise goes far. Reprimanding a student or maintaining too exacting standards in the early stages of learning may be so discouraging or inhibiting as to build up a mental block that cannot easily be broken.

### Don't Grade on Accuracy

I usually tell beginning students that they will not be graded on mistakes in typing but on correct fingering, good stroking technique, correct position at the machine, and ability to follow directions in the small details of heading papers and typing the parts of the lesson called for. I also grade on good work habits. For example, a student who begins working immediately and continues steadily throughout the period will master the needed skills faster than the one who is slow in getting started and does not stick to his typing. I take the quantity of drill or other work into consideration, much as a production rate is considered in advanced courses.

Long demonstrations not only cut into practice time, but also are boring and kill any natural interest a student may have in the early stages. I try to limit each demonstration of typing technique to about 10 seconds. When I present a new key, I show correct fingering with the use of a demonstra-

tion stand; then I point out the fingering and the location of the key on a wall chart. Finally, I tell the student to look at his machine, find the key, and try the reach. I never tell him not to look at his fingers, because this, too, often increases tenseness. When skill in motor movement has been achieved, the student usually finds it unnecessary to look at his fingers. If he continues, however, I break the habit with drills that necessitate complete concentration on the copy and game situations that call for penalties for looking.

Although I begin early in the first week with drill work copied from the book. I accompany it with oral drill on syllables and three-letter words. alternating between the two hands in order to train the student to keep both hands on the home keys. This procedure, which builds an automatic response to the spoken as well as to the written word, should not be overlooked, since the best office typists are those who are most flexible-who can do not only routine copy work, but also transcriptions of recorded material and dictation directly on the typewriter. Besides, students with physical handicaps or motor difficulties need the individual attention that can be given to them by oral drill while the rest of the class members are working on a routine lesson.

To sustain the natural early interest in typing, one day each week I give beginners an opportunity to use the typewriter to do homework assigned in other classes or to write personal letters to friends. As a special reward to the more conscientious students, I may give out special typing jobs on this day—typing outstanding reports from a social studies or English class for a bulletin-board display, or typing some of the overflow of routine copy work for the school's office force.

# one part encouragement to two parts

# SLOW LEARNERS TO TYPE:

With a class of slow learners, no set speed goal should be insisted on. The most important aim should probably be achievement of correct stroking techniques and mastery of correct fingering. Machine parts should also be mastered, but complicated figuring of margins could more profitably be withheld until the second semester. I explain margins in terms of the number of inches to be allowed on each side of the paper. This is so easily comprehended that, even if the details necessary for figuring margins slip the student's mind after he leaves the course, he can still hit on fairly acceptable placement of letters and reports; and, after all, many paid typists and stenographers use this method.

In advanced typing classes, after the basic skills of keyboard mastery and stroking techniques have been acquired, emphasis can be centered on letter styles, typing of compositions, outlining, composing at the machine, making carbon copies, typing on lines, filling in forms, erasing and correcting errors, and speed building. It is also well to stress good work habits—following directions, working without supervision, proofreading, arranging work attractively, typing neatly.

### Major and Minor Errors

In the advanced course, mailable letters should be emphasized. Perfect copies need not be a goal, because it is more important that a student learn how to correct errors speedily. An error that can be corrected on the job without wasting time, such as an omitted letter that can easily be inserted in a word without erasing, should not be penalized as heavily as, for instance, an obvious strikeover. And a neatly corrected error should not receive so severe a penalty as given an uncorrected error or a messy erasure.

Early in the advanced semester, I encourage students to use the dictionary for word division and spelling. I give practice in composing at the machine, going from the simple experience of composing sentences to the more complex problems of developing paragraphs on a theme that is of interest to the student-for example, "What Is Your Favorite TV Show and Why?" With a student who has language difficulties, I correct compositions for errors in sentence construction and point out these errors to him individually. Then I allow him to re-type the paper and hand it in for credit. This gives him added help in the use of grammar, as well as the experience of typing from a rough

In grading advanced typing classes, I consider several factors:

- The degree to which directions have been followed:
- Rate of production—the number of mailable pieces typed in a week;
- Neatness and attractiveness of work:
- Speed in typing from straight copy (timed writings);
- · Accuracy of work;
- Responsibility for work (completing tasks begun, making up work missed because of absence, and keeping work until called for).

In this way, a student who may never achieve the typing speed or skill necessary for successful employment may still, through proper work habits, attain a degree of accomplishment that will benefit him in other types of work. He also learns enough about placement and form to be able to type for his personal use. These goals are not beyond the reach of the slow learner. The more highly skilled typist can earn rewards through the achievement of outstanding production rates, exceptional speed, or accuracy.

I give frequent one-minute speed tests, both of the call-the-throw variety and the straight paragraph type, in beginning as well as advanced typing, with the understanding that errors will not be penalized. This method builds speed and confidence. At regular intervals, however, students, are encouraged to slow down and strive for accuracy At other times, they are urged to compete with their own individual past records in speed building.

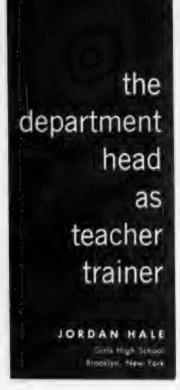
I have found the bulletin board effective as a motivating device. Students like to see their papers posted. The board is also a learning device, in that those who did not understand the directions can see the correct form for the finished product. I use speed charts, and on timed writings I determine correct-words-a-minute scores rather than net-wam scores. My reason is that net-wam scores do not give a true picture of the student's skill attainment and are too discouraging to those who still lack sufficient speed to be able to withstand ten-word penalties for errors. Special groups constitute a useful device for giving differential lessons to slower students at the same time that exceptionally skilled students are doing more challenging assignments.

To create a sense of rhythm, make the experience of drill more enjoyable, and break down tension in a beginning class, I often use music as an accompaniment to drill sessions. Music also serves as a reward for the best class during the course of a month; on a special "Rock and Roll" day, the latest popular music, taped from the radio, is played back on the school's tape recorder.

A last word: If I were asked what I consider the two most important principles in presenting typing to slow learners, I would answer, "Encouragement and repetition."

repetition

JAYNE REID, Lakewood (Ohio) High School



A 3-PART SERIES

### **AUTHOR'S NOTE**

In the first article of this series, I described the duties of the department head (chairman) in the New York City high schools, pointing out that his principal function is to improve instruction and to encourage teachers to grow professionally. I then described one of the methods that the chairman uses to effect improvement in instruction-observation of teacher performance in the classroom - and presented a number of excerpts from observation reports dealing with shorthand. Last month's article dealt with typewriting in a similar way. This one discusses clerical practice. A brief statement of the teacher's classroom practice is followed by comments from the observation report.

CLASSROOM PRACTICE: The method employed to present a filing exercise for class drill was haphazard.

REPORT COMMENT: Might it not be advisable, before assigning the class exercises for credit, first to review the particular rule or rules involved? This review need not be lengthy; a reading of the rule and a quick runover of the illustrations in the book are sufficient to refresh the class's memory. In this way, you focus attention on what you want the class to learn. Additional repetition of the rule may help clear

up difficulties that some girls are having and help those girls who have been absent. Merely to assign the exercise is not enough. This review is in line with the procedures we employ in typewriting and stenography, where we always prepare our classes for exercises by letting them know exactly what is wanted of them and how they are to proceed.

Careful planning, skillful review, anticipation of difficulties—all these mark the real teacher, as distinguished from the class custodian who merely assigns work and maintains order.

CLASSROOM PRACTICE: The teacher did not plan properly. Lessons were characterized by aimlessness and ineffective presentation.

REPORT COMMENT: Your lesson plans are not adequate for a beginning teacher. They should contain in great detail the purpose of the lesson, the motivation, the review, the manner of preparation, the assignment, and the summary. In addition, the exact key questions that you plan to ask should be written out. The lesson plan itself should be used in the course of the lesson to insure continuity. Not every lesson plan will be the same length. The lesson itself determines whether the plan will take one page or two.

Whenever possible, write your as-

signment briefly on the board before the girls come in, so that you can devote your attention to them the minute the bell rings and make sure that they copy the assignment.

CLASSROOM PRACTICE: The teacher neglected to use auxiliary teaching aids.

REPORT COMMENT: One of the basic requirements for the effective teaching of clerical practice is to employ as many concrete and realistic aids as we possibly can. For instance, in teaching the indexing of governmental names (which was the subject of your lesson), instruction would probably have been more realistic and understandable if you had used a telephone directory along with your formal presentation. To see how all Federal agencies are actually grouped under United States Government, how all municipal agencies are grouped under New York City, etc., would undoubtedly have helped to clear up many of the problems your girls encountered in understanding this rule.

CLASSROOM PRACTICE: There was too much discussion. Students called out answers.

REPORT COMMENT: A basic rule in teaching filing is to keep oral presentation and discussion down to a

# 3. CLERICAL PRACTICE

A department head's reports, based on classroom visits, highlight good teaching methods

minimum and to provide your students with as much practice and opportunity to "learn by doing" as possible. Practically every period should contain individual application work along the lines we discussed in our conference following the lesson. Assign the four text exercises in every unit. Give credit for those that are perfectly done. There are eight pages of supplementary mimeographed exercises in the files of the department office. Use them. Better still, make up your own exercises to meet the needs of your own class.

May I also urge you to discourage unison responses to your questions. To tell a class, as you did, not to call out is good practice; but it is not enough. You must also call on specific students to answer your questions; not to do so is to encourage your girls to call out and, ultimately, to become undisciplined.

CLASSROOM PRACTICE: The teacher used the rotation system in an advanced clerical-practice class.

REPORT COMMENT: You have really mastered the rotation-system technique, in which students go from one machine to another in accordance with a schedule that you have worked out in advance. The class is very well organized, as evidenced by the high

degree of student interest, activity, and self-direction. We witness here the highest type of discipline—self-discipline—arising out of an interesting, meaningful situation. You are to be commended for your accomplishments in your first encounter with this type of class.

(An earlier report to the same teacher reads:)

It was a pleasure to visit your class. The planning and preparation that you have done and are continuing to do in the matter of organizing your class so that the members operate as groups, moving from one machine and activity to another, is an admirable one. The variety of the work maintains a high degree of student interest. Your device of checking on the work of each student (giving a specially duplicated test after completion of all the exercises) is an excellent way to note progress. I was also much impressed by the fact that students, as they master a machine, serve as teachers for new students assigned to that machine.

CLASSROOM PRACTICE: The teacher generally conducted her class with precision.

REPORT COMMENT: I would like to commend you on the following features of your lesson:

- The work was routinized so that every minute of the lesson was fully utilized.
- 2. The assignment for the day, which served as the basis for the lesson, was apparently well done.
- 3. Writing the words on the blackboard was a good spelling device, since it served as a visual aid.
- 4. Your own penmanship was an excellent model for your students.
- 5. The students had a businesslike attitude, which was reflected in the prompt way in which they came into the room and prepared for work.
- 6. An excellent degree of rapport exists among the class members, and between you and the class. Your pleasant manner, your praise of correct answers, the injection of humor, plus your own general demeanor, are largely responsible for this.
- 7. Your students knew what was expected of them. The assignment for the next day was automatic.

(A similar excerpt from another report mentions.)

The class was busy all period with a variety of activities: spelling, arithmetic, filing, vocabulary, and clerical practice. There was judicious time allotment for each activity, so that, even though you covered a great deal of ground, there was no feeling of being rushed. In connection with the

vocabulary, you had your girls use the dictionary several times—an activity that the English department is stressing this term. Your method of having individual girls read aloud the new lesson from the text was very good.

Your attention to small details (the difference between stamp rolls and stamp sheets, for instance) and your refusal to take anything for granted are highly commendable. The lesson was well planned, and the visual aids you introduced were appropriate and made the presentation of the new lesson more effective and interesting.

CLASSROOM PRACTICE: The teacher employed poor questioning techniques.

REPORT COMMENT: As we agreed at our conference, leading questions such as, "We do this, don't we?" are much less effective in teaching than questions that call for the operation of thought or judgment. Thus, a better question would be, "Why do we do this in this way?" This phrasing calls for thinking by the students as well as a statement of the manner in which the process is carried out.

CLASSROOM PRACTICE: After a dramatization of an employment interview, the teacher discussed job application forms.

REPORT COMMENT: The use of student dramatizations is excellent practice when introduced occasionally with certain topics that lend themselves to it. In the case of the employment interview, your students obviously spent considerable time in preparing their scripts and are to be commended for their interest and industry. Other subjects suitable for dramatizations are: an employer-employee conference held because of the employee's excessive tardiness or absences, the way a receptionist handles a caller after she has been instructed by her employer not to admit anyone into his office, and the way to ask for

The transition from the interview situation to a discussion of application forms is, of course, a highly worthwhile activity. Our placement counselor informs me that our girls frequently have difficulty in filling out application forms neatly and accurately.

The importance of the form could have been amplified. You should have mentioned that this is the first contact that the employer has with the pro-

spective employee and is, therefore, very much influenced by it. Since your sample form was, in this case, a Civil Service blank, you should have said a few words about Civil Service examination procedures in general. You might also have explained the significance of Veteran's Preference, instead of glossing over it. May I suggest that you devote another lesson to discussing Civil Service; it is part of our term's work.

Students have difficulty in understanding the Residence and Past Employers sections that appear on most application forms. You can help them by putting a sample on the board. You started to do this with Residence but stopped after one entry. Students should also be instructed to secure any necessary information from parents, so that they will have it when they need it. As you could see, only a few of your students had this information. Make this an assignment. Have your girls bring in to you their addresses for the past five years. After checking the lists for form, return them with the suggestion that students keep them for future reference. because they will most certainly need them when they look for jobs.

The function and role of the notary public is one in which students are very interested; you should have elaborated on it. Bessie Mae Miller's book on legal stenography contains considerable information on the notary public.

Finally, may I suggest that whenever you discuss a topic that contains new, difficult, or unfamiliar words, you write them on the board, together with common derivatives. In this case, such words as notary public, notaries, notarization, affidavit, and veteran's preference should have been presented on the board, their spelling noted, and their meaning discussed.

CLASSROOM PRACTICE: Appropriate visual aids were not used in teaching a lesson on the various classes of mail.

REPORT COMMENT: Showing a few sample letters of first-class, second-class, and third-class mail is better than simply talking about them. We have in the department office a file full of samples that I showed you during our postobservation conference. Please use them in the future; they will make learning more meaningful and permanent.

(Another report makes these points

concerning the use of visual aids):

Visual aids are indispensable. Use our Smead filing cabinet and the small filing boxes to be found in the type-writing room where you teach. We have enough for distribution. You did use a folder and a few sample letters, but they were not enough; and your telling is not so effective as their doing. The Smead filing aids are especially effective, and they should be used whenever possible.

It is also important, in using visual aids, that they be prepared in advance so that they are available for immediate use when needed. We can't have students sitting around while the teacher searches for the aids she wishes to use. This is part of good lesson planning and preparation.

CLASSROOM PRACTICE: The class was not given enough time to answer questions.

REPORT COMMENT: You tend on occasion to answer your own questions, because you are so eager to move on with the work. It might be well to allow a little time after each question to permit your girls to think more about it and to develop their answers. With questions that involve a listing of items or several answers, ask your girls to jot down their answers on a sheet of paper. This procedure may indeed take time and give the appearance of slowing down the lesson, but it is also a means of providing our girls with the opportunity to think a question through. Many of the more complex, involved questions may go unanswered simply because we do not give our girls sufficient time.

CLASSROOM PRACTICE: The teacher used the Teletrainer to present proper telephone techniques.

REPORT COMMENT: Thank you for inviting me in to your CP 217 class to observe your lesson on the Teletrainer. It was a most enjoyable lesson. Your girls are to be congratulated for their excellent behavior, their interest in the telephone and good telephone techniques, and their co-operation and participation in the lesson. I believe that they will really be telephone-conscious from now on.

You covered a great deal during this short period. Not only did you have four conversations, each of which entailed setting up the situation, but you also concluded each conversation with a discussion of its strengths and weak-

(Continued on page 39)

EVERY RETAILING teacher is aware of the need for motivating students, especially when he introduces arithmetic and the proper use of the cash register. No teacher will deny the importance of these subjects, but most will admit that they can become boring when taught from the textbook alone. I am not implying that a textbook is not important for the course, but it is always worth while to supplement any text with motivating devices.

I held a recent orientation program for my retailing students before we took up the study of arithmetic and the cash register. To create student interest, I invited a representative of the National Cash Register Company to address my class. The representative, Larry Geuss, graciously consented to bring one of his firm's latest models and demonstrate its use before the class. After the demonstration, he called on a few members of the class to operate the machine. Student cooperation was so spirited that Mr. Geuss agreed to leave the machine with us for a week so that every student could become acquainted with it.

For the next class meeting, I prepared a ditto of 34 simple problems in addition. One member of the class, who had become familiar with the eash register the previous day, stood next to the machine in the role of instructor. Another student used the register to add one of the problems I had dittoed, while the seated students tried to beat the machine at reaching the answer. They used the total on the cash register as a check of their accuracy. Naturally, as each student became more familiar with the machine, it became more and more difficult for the seated pencil-wielders to beat the machine.

The next day, I wrote some problems on the blackboard. The following is an example:

\$ 1.69 meats

2.16 groceries

2.35 produce

1.89 meats

.30 bottle refund

69.21 check to be cashed

I assigned a student to work out the correct change at the cash register, while the other students solved it at their seats. For this exercise, I secured bills of play money and two dollars worth of change. Each student at the cash register was checked by the student instructor to see if he complied

# Here's Your "Change" in Retailing



with all the change-making principles—repeating the amount of money received, ringing up the correct amount, taking the printed receipt from the side of the register, placing the receipt on the change plate beside the bill, making change by counting back the change, snapping each bill, etc. These were the principles they had learned from their textbook assignment.

This drill took three days. On the last day, we discussed the cash register, its use and advantages. We also discussed the experiences that some students had had with cash registers on part-time jobs and some of the rules that their employers had urged them to follow.

Try a classroom undertaking such as I have described here. Not only will it stimulate your students' interest in the unit, but it will also be a practical experience that will benefit them on their first job. Certainly your local businessmen will soon learn to relax around their check-out counters!

A real
cash register
stimulates your
students
in learning how
to make change

GEORGE S. BIGLER Fingston (New York) High School

# SECOND OF TWO PARTS



Records mean people after your students learn this fact, they'll never think of filing as a chore THE FOURTH DAY. Now your students realize that records involve people, people in great numbers, such as the 142,000,000 names in the Social Security's National Employee Index. The purpose of today's lesson is to teach the indexing rules for individual names. (If time permits, the teacher may add color to the course by tracing the history of filing from ancient to modern times.)

All textbooks suggest how to teach indexing rules. My emphasis, however, is again on people—on individuals. Picture stories from all over the world make students realize that names can present problems and that behind each name there is an individual to whom that name means honor, respect, and all that the tradition of his culture has embodied in that name.

Americanized names are usually so simplified that much of their tradition and history are no longer apparent. We must be careful, therefore, not to strip honor and respect from these names as well. Each individual has in him the desire to be important. A man's name sums up that which makes him important to himself. I often quote James A. Farley: "It is a courteous thing to get and remember a man's name accurately. Probably everybody at one time or another has been miffed, if not angered, by being wrongly addressed."

Business exists through its customer relations, I have said. Employees who handle names, especially those who file them away for others to work with, must set up each name so that there can be no future question of its correct order, spelling, and title.

I do not believe in the modern trend of simply writing the last name first. Make a study of the number of persons who have received mail addressed exactly as the name is written in the file. "Jenkins Verona" on my file card somewhere became Jenkins Verona on an envelope, with the variation of Mr. Jenkins Verona. Find out in your study what people do to mail that is incorrectly addressed. If it is read at all, the message inside usually must be remarkable if it is to have the desired effect. A person instinctively feels that a company that does not address him correctly will have little respect for his pocketbook and may try to sell him anything, regardless of its true value. Of course, there are those who have philosophically come to accept this insult as another of the inefficiencies of modern workers; but the good will of business cannot long thrive on inefficiency.

I teach my students not only to separate the surname and given name with a comma but, in names that present real problems, to underline the surname and to show the title lest any possible doubt should arise. During the war, my students set up two files of 100,000 names for sugar and gas rationing. A large number of the world's languages was represented in those names. By setting the files up always in terms of finding, thinking always of the person behind the name and the language pattern for his name, we were able to index the names so that those who used the files later said that never did they have any trouble finding a name.

Forms that specify "Print family name first" are of some help, but your students will learn how limited this help can be when they file the enrollment and program cards for your school. By filing 2,500 to 3,000 enrollment cards, students learn how to decipher the illegible names of fellow students and to spot when a surname is written first. Of course, these are the same problems that the file clerk must deal with: from unintelligible scratches she deciphers the true name, then inserts it into the file correctly so that Mr. Public will always be a happy customer.

This lesson will always be interesting if you have a collection of challenging names. Compile such a list and write the names on the board. Let the students discuss each one, thinking always in terms of finding it. This forces them to think about the individual and the language pattern of his name. After a discussion of the name and the indexing rules, insist that each student decide how he would file the name. In this way, you are teaching your students how to apply the rules, analyze the names, and make a decision. Confidence in making correct decisions is invaluable to a file clerk.

Here is a sample of the fun one may have in studying names. Foreign names are simple once the rules are known, but students should always be on the alert for so-called problem names. Here, then, are six foreign names:

MARGARET VAN DEN BERG: in Belgium this would be filed under "Berg," but when Americanized it is filed under "Van den Berg."

ERNESTA STA. MARIA: this Portuguese name is filed under "Santa Maria"

LILY DO DAL PORTO: filed under "Do Dal Porto."

WILFRED VAN LOEBEN SELB: this Dutch name is filed under "Van Loeben Sels."

Susan de Vries van Doesburgh."

Jose Martinez Amador: this Spanish name is filed under "Martinez"; when a Spaniard uses the family names of both parents, the paternal name, which appears first, takes precedence.

There will always be a few names that do not follow the usually accepted name pattern. The file clerk should be aware of these differences in order to detect possible filing errors or to avoid making them himself. He should be particularly careful of compound family names used wihout a hyphen. "Henry Cabot Lodge" is filed under "Lodge," but some persons prefer to be filed under what is normally considered the middle name.

Nothing irritates a man more than to have someone else tell him how to spell his name. The more one studies the names in a community, the more one realizes how many persons have either wittingly or unwittingly ignored the pattern set by established usage. Sometimes these changes are even the result of carelessness, as in the case of the woman whose maiden name was Helen Mc-Laughlin and who married a man named Dalton. Wanting to keep her maiden name but tiring of writing it out, she soon signed her name, Helen McDalton. A period after the Mc would indicate that this was an abbreviation, but even so this name will probably always be misfiled. Yet another abbreviated name presents no filing problem: Mrs. Cornelius van H. Engert.

Because of the careless way people treat their own names, the variations of individual use, and the differences created by a change in language, a business office must be alert to make every name accurate. Each name must be set up and spelled as the owner wants it and marked so that everyone in the office will know what its correct form is.

This topic cannot be disposed of without a reminder of the modern trend that leaves one with no indication of whether the name is masculme or feminine: Evelyn, Shirley, Robin, Vivian, etc. Other names change their spelling, but the general public often confuses the masculine and feminine (Francis and Frances) so that the subject may still be addressed incorrectly. It is possible to turn a boy's name into a girl's name by adding "ie" (Bill and Billie). If these people are to be properly addressed, the clerk who adds their names to the files must indicate the correct titles.

### The Fifth Day

Yesterday your students learned that names are indexed by units and what constitutes one unit of a name. I'day we apply this knowledge while filing names. Memory, organization, and handwriting skills are involved.

An alphabet drill is advisable, as is a drill on writing the letters that are most commonly confused. Palmermethod writing panels are useful for this, but all students who can print are encouraged to do so. Sometimes it is helpful if they practice writing names on large sheets of graph paper. All such work is done in ink.

Using a list of names that illustrate the principles you have taught, you are ready to teach your students how to use 5 by 3 cards. First, tell each student to clear the upper part of his desk. Then give him a pile of clean file cards, on each of which he is to write one of the names on your list. The list and blank cards are placed in the center of the desk. The cards are fanned just enough so that they can be picked up quickly. If the desk is wide enough, divide the top into five rows, each row to accommodate a different section of the alphabet. These sections will vary

# HOWS AND WHYS OF UNIFORM EXAMINATIONS (Continued from page 18)

barrassing anyone? Are the question sheets made available to the students? Is the work gone over carefully? How much do the students profit from the work of the period? To what extent are students who excelled brought into active participation?

Postexamination visits will disclose how effective remedial instruction is—particularly some of the newer techniques for conducting it. In brief, the supervisor investigates what use is made of the test results and how the examination, the work preceding it, and the work that follows are interrelated by the teacher.

REVISION METHODS. Bear in mind that it's not only the students we are testing; it is also the effectiveness of our instruction. Teachers should reexamine their methods of presenting topics when, according to the examination results, many students have failed to master those topics.

The method may be a sound onefor other teachers. On the other hand, it may be pedagogically unsound. Reappraisal is in order, as is experimentation with other approaches, vistopics should be shifted to other grades or even deleted altogether. If they are to be retained, then perhaps their content should be simplified, the teaching sequence altered, or the time allowance rearranged.

Of course, there may be nothing wrong with the syllabus. Instead, the instructional materials may be inadequate for the topic in question. One should not be too hasty in drawing any conclusions until one has made a careful study of all the factors. Once this study has been made, however, and there is no improvement in the quality of learning, then syllabus modification should be given immediate attention.

CONFERENCES. Conferences offer a supervisor an effective follow-up to the examinations program. Individual conferences with each teacher may bring to light factors that have an important bearing on the work of the teacher, on the learning by the students, or on the testing program itself.

The teacher with problems needs help, but such help will be sought only when there is a sympathetic be increased or be reduced? Should the tests be given earlier in the term or later? Should some phase of the examination be given in class before the formal examination in order to ease the marking load? How can learning be improved in weak areas? What new tests should be devised by the department?

GUIDANCE. The results of a unform examination may be used as a screening device by the department's guidance program. Students who perform extremely well on daily and unit tests but who do poorly on the uniform examinations, offer a distinct challenge.

The examination, if administered to every student, may provide an index of personality deviates. These students should not be ignored, but should be given all the attention possible. The guidance counselors, school psychologist, and school social caseworker may all be called into the picture. In such cases we are helping not only the deviate but also his many classmates, whose progress may be impeded by his presence among them.

But while the guidance people are busy with this year, the supervisor must begin to consider next year's students. How can he make his examinations program a better one? He will take out his notebook and begin jotting down ideas such as these:

- 1. Study the correlation between examination results and classwork.
- 2. Assign a committee to analyze all failing papers.
- 3. Make a study of the errors that are made by the upper portion of the class.
- 4. Interview failing pupils to determine the causes of their failure.
- 5. How differently do the teachers in the department interpret the marking scheme?
- 6. What is the best time to conduct uniform examinations?
- 7. Revise the form used for evaluating tests.
- 8. How can past examinations be put to more use?
- 9. Compare our testing program with that used at other schools.
- 10. Take another look at my philosophy of testing.

His ideas are flowing fast now. The supervisor relaxes. He is sold on the practicality as well as the advantages of uniform examinations. Are you?

(This concludes the five-part series.)



its to classes with similar trouble spots, and greater care with lesson planning.

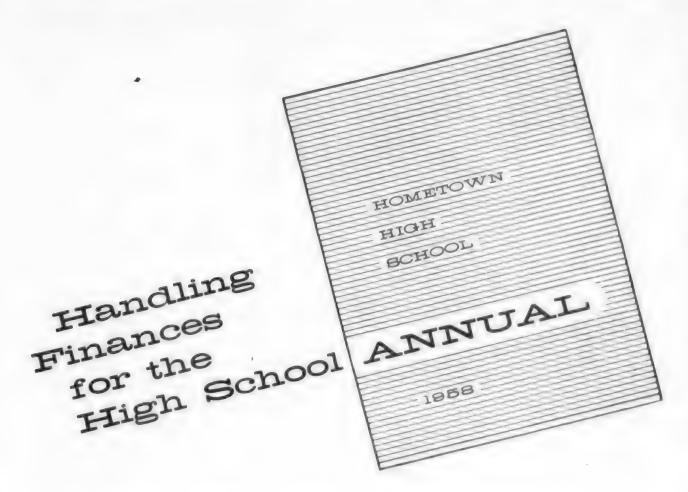
SYLLABUS. When a small number of students do poorly on a certain question, one may infer that these students need reteaching. When a specific type of error is confined to the papers of students taught by one teacher, it is fair to assume that that teacher's work is deficient in some respect. When, however, all students, regardless of teacher, fail to answer a given question, the fault hes neither with them nor with their teachers.

It may well be that the syllabus is unrealistic. Perhaps some of the

bond between the teacher and his supervisor. Conferences help to build this trust in the mind of the teacher. When a teacher's effectiveness is consistently low, it is imperative that he have not the slightest suspicion that he is on the defensive; otherwise a joint effort to solve the mutual problem will never materialize.

After the examinations program is completed, the following three questions should be asked: What have you learned about your students? What have you learned about your teaching? What have you learned about testing?

These questions lead into more specific subjects: Why do students fail tests? Should the time allowed



SOONER OR LATER, a business teacher is likely to be faced with the prospect of becoming the business sponsor of the high school annual, working in conjunction with the literary sponsor. In some cases, the business teacher may be asked to be sponsor of the entire project, handling the literary as well as the business end of the annual.

Ideally, the business teacher can properly be asked to undertake the business side of the annual. The literary sponsorship should be the responsibility of another teacher who is better qualified in another subject area.

The business sponsor and the literary sponsor must be on an equal basis. It is not a situation in which the literary sponsor acts as the leader and the business sponsor merely keeps records. Proper recordkeeping procedure is essential, but it represents only a fraction of the business sponsor's responsibilities, which will be developed in some detail later on. The point to be established from the start is that joint sponsorship exists in fact, not in

## CHARLES E. REIGEL

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name only. This concept is basic to the success of an annual. Decisions should be made jointly except when (1) the effect of the decision lies definitely within one area of sponsorship, and (2) the decision does not affect the total budget agreed on for the annual. In other words, decisions are made co-operatively within a framework that, for practical purposes, is the budget.

This whole idea of dual or joint sponsorship on an equal basis is recognized by many school people who handle annuals, but too often it is not actually carried through. Unfortunately, what happens in far too many cases is that the literary sponsor unrealistically plunges ahead toward the goal of creating a masterpiece of literary effort, with no regard for such practical factors as the sources of finance or the ability of the school to bear the cost. However laudable it may be to aspire to create

a masterpiece, of what value is it if the masterpiece cannot be financed? Not only is this kind of effort valueless, but it may create undesirable attitudes on the part of the student staff. Contrast this with the annual produced co-operatively so that it not only pays for itself but yields a little profit for the purchase of some additional equipment for the annual. Where does the most wholesome educational outcome lie? With co-operative sponsorship, certainly.

What are the specific responsibilities of the business sponsor? They are broad and comprehensive, going far beyond the traditional concept of recordkeeping. They may be listed as: (1) planning and budget making, (2) sales promotion, (3) recordkeeping. (4) distribution of the finished annual, (5) preparation of financial statement and closing operations, and (6) preplanning for the next annual.

Planning and Budget Making. This is the most important element in the success or failure of the annual

Continued on next page:

A tentative budget prepared on the basis of all available information is essential. Further, this budget should be used as a guide in the many necessary operations that go into the making of an annual. How should this budget be prepared? Simply by gathering all the available information and then making a considered judgment on the basis of it. Remember. however, that this is a guide, not an absolute set of figures. Such specific information as expected income from sales, advertisements, clubs, and pictures should be recorded. Then, any additional current factors should be considered. But-this tentative budget will be valuable only if it is followed. (It is flexible to a certain degree, of course.) It should be referred to constantly by the business and literary sponsors as well as by appropriate members of the student staff. It is in this constant referral that the real value of a budget lies. As work progresses through the year, income and expenditures should be checked against it. The sponsors and staff must know how the annual stands financially every step of the way.

Sales Promotion. Once the budget has been prepared, the important job of promotion of the annual begins. Student participation and planning are basic ingredients for sucess. The student business manager and the student sales staff should be in on all the meetings for sales promotion. The group must establish a definite starting date for the sales campaign as well as decide on the length of the subscription drive. (Some sort of assembly program usually provides a good beginning for such a drive.) The group must also see to it that the advance publicity is prepared.

Recordkeeping Procedures.

Accuracy and control are the main considerations to keep in mind in setting up an accounting procedure. I have known of cases in which the annual lost money because of an ineffectual recordkeeping system. Details will vary depending on the school situation, but basically the recordkeeping system should embody the following:

Let us assume that sales will be handled in home rooms through student sales representatives. The necessary forms are (1) a sales-receipt book for use in each home room by the student sales representative (see sample page above); (2) a ledger ar-

STUB	RECEIPT		
Date	Home Room Date		
Subscriber's Name	Received of \$ for purchase of one annual.		
	H. R. Teacher		
Sales Rep.	Sales Rep		

Date	Date
H. R. Tehr	H. R. Tehr.
Amount	Amount
Sales Rep.	Sales Rep
Recorded	Checked

ranged by grades, and alphabetically by home-room teacher, for use in recording sales receipts by home room, with a controlling account of cash for total cash receipts and disbursements; and (3) a money-receipt form for use in turning in subscription money to the business manager (sample above).

Let's follow a typical transaction, assuming that subscriptions may be bought on the installment plan.

The home-room representative receives the down payment from a student. That transaction is recorded in the sales-receipt book, on the stub. (The receipt portion is not filled in and delivered to the student until the final payment is made.) Each student's payment is recorded in the same manner. The total amount of money received is then recorded on the money-receipt form; and that form, with the money, is given to the business manager on a regular, established basis.

When the student business manager receives the money from a student representative, he checks the money receipt form against the money turned in; if they agree, he marks the form accordingly and returns the right half to the home-room representative. Each home-room sales deposit is handled the same way. If there is any disagreement, that particular home-room deposit is held up until it can be cleared. After completing the checking of each homeroom collection, the business manager records the deposit in the appropriate home-room page of the ledger, marking his half of the money receipt accordingly. He then counts the total money received from all the home rooms and runs off an adding-machine tape of all the money receipts. If the figures are in agreement, he records the total cash received in the controlling account, cash, clearly marked as subscriptions. A deposit for the total amount is then prepared and forwarded to the school treasurer. The tape of the cash receipts, together with the receipt forms (left half) are filed by date.

Other receipts, such as advertising, club, and photographic fees, should be handled on the basis of some uniform receipt form or book. In the case of advertisements, a uniform contract form may be used as the basis for recording that money. These receipts are recorded separately, according to the classification in use, in the cash account and are clearly labeled. Actually, then, the cash account will show all receipts according to the classification in use.

Expenditures are entered in the cash account only on the basis of a properly documented bill or a properly prepared voucher (if a voucher system is used in the school). The authority for writing the check usually rests with the school treasurer; however, the responsibility for the correctness of the check lies with the business sponsor.

Throughout this discussion of procedure, the term "business manager" has been used. Ideally, this means a student business manager. It has been my experience that a student can handle all the phases of accounting except, perhaps, the actual signing of the voucher for payment or the signing of the deposit slip for money

turned in to the school treasurer. In some cases, the student may even be capable of doing that. In any event, the final responsibility lies with the faculty business sponsor.

Distribution of Annual. The physical distribution will vary according to the particular situation. Before the annuals can be distributed, the sales-receipt book for each home room must be checked against the total amount recorded in the ledger for each room. A sheet listing all the fully paid subscribers is then prepared for each home room. A place is indicated on this sheet for the subscriber's signature at the time the annual is received. Afterward, these sheets are filed as a permanent record of delivery.

Financial Statement and Closing Operations. After delivery of the annual, the financial statement is prepared. Basically, it is presented in three sections: (1) all receipts, (2) all disbursements, (3) net profit or net loss. The exact form is not too important. The classification of receipts and expenditures depends on the specific situation. There should, however, be uniformity in the financial statements and budgets from year to year. This permits easy comparisons and analyses. A copy of the financial statement should be filed as a permanent record. Wide publicity among students and faculty should be given to the financial statement.

The file for the annual should be put in order. It should contain (1) the budget; (2) the ledger sheets, including the cash account; (3) the distribution sheets; (4) the financial statement; and (5) all correspondence and advertising contracts pertaining to the annual.

Preplanning. The completion of the annual marks the best time to think of next year's annual. Facts and experiences are fresh and may be recalled easily. Tentative plans may be jotted down before the close of the school year. It is much better to do this tentative planning before the summer vacation than to let the matter grow stale over the summer months. The actual preparation of the budget, however, is delayed until the beginning of the following school year.

This presentation is intended to be a general discussion of principles or steps to consider in the preparation of an annual. The details will necessarily vary with each situation.



## SHORTHAND CORNER

LYDIA SUTTON HIGH SCHOOL OF COMMERCE, DETROIT

Report cards! What agony grading can cause both teachers and students alike! One of the features of shorthand, how ever, is that grades are related directly to achievement, not expressed in terms of relative standings. Therefore, we need only to find standards by

which to measure student accomplishment.

In Detroit standards were worked out by a committee of representative teachers. The committee studied office requirements and past student accomplishment. They set easily attainable goals that increase gradually to reach the semester's final requirements. A student's accomplishment, checked against the scale, determines his mark for any specific period of work. But grading becomes even more simple when each student helps in the evaluation of his own work. Once he understands the elements that enter into marking and understands the standards he must reach, he will never question the mark that is placed on his card—and he will even be able to explain it to his parents. Try to discuss goals early in the term, so that each student knows both what is expected of him and how nearly he has approached those requirements.

In shorthand, it is easy to evaluate spelling, brief forms, and the rate and accuracy of transcription. In addition to these elements, however, such qualities as punctuality, regularity of attendance, production, businesslike habits, and general adaptability should also be considered. These items are not a part of shorthand itself, but they are vital to shorthand accomplishment and success on the job.

Let's break down the three concrete elements on which shorthand marks are based. I. Longhand spelling is the initial requirement of shorthand. All words must obviously be spelled correctly. For grading, they are selected

from the preview words, marginal words, and daily lessons.

2. Brief form tests are given in each course. The first semester's transcription is made from the textbook. Rate and accuracy of transcription are graded separately. In subsequent semesters, brief forms are dictated and transcribed. These are graded for both shorthand and longhand.

3. Transcription is started early in the first semester and becomes increasingly important. In the first course, transcription is always in long hand—directly from the book until late in the term. Each transcript carries two grades, one for rate and one for accuracy. In the second course, dictation is given with books open and is transcribed in longhand from one's notes. Grades are given for rate and accuracy.

In the third and fourth transcription courses, new material is dictated Transcripts are typewritten. In the shorthand-speed-test type of manuscript, accuracy and rate are considered separately. A minimum rate and a maximum number of errors have been established. In the mailable-letter transcripts, the weekly score follows suggestions in our teacher's handbook. These scores are ranked so that each student's grade may be determined

quickly.

This breakdown of marking is a definite help to me as well as to my students. Every piece of work that a student does is filed in his own separate folder. Each folder contains four record sheets, one for spelling, one for brief form tests, one for transcription rate and accuracy, and one for mailable-letter scores. Each student figures his average and writes it on the inside of the folder cover, indicating any improvement. Also listed are the number of absences and times tardy, missing assignments, and the general appearance of the student's work.

When his mark is broken down like this, the student becomes aware of his strengths and weaknesses. He realizes what he must do, his practice has a purpose, and his interest grows. Grading becomes a "breeze."



JAME F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

available from the New York Stock Exchange. Three are new materials available from the New York Stock Exchange. Three are ready for distribution: "Types of Business Organizations," "The American Corporation," and "Stock: Common and Preferred." Eight more will be distributed soon. Write to the New York Stock Exchange, 11 Wall Street, New York 6, New York, and ask for the educational series, "You and the Investment World."

Three films have also been produced by the New York Stock Exchange. They are available free of charge through Modern Talking Picture Service, Inc., 3 East 54 Street, New York 22. Ask for "Working Dollars," an engaging story of how an average man puts his dollars to work; "Your Share in Tomorrow," the story of investors in America; and "What Makes Us Tick," a technicolor trip to the stock market:

Display booklets. Fearon Publishers, 2450 Fillmore Street, San Francisco 15, California, has produced a series of booklets on setting up different types of displays. Each one will provide you with a wealth of new techniques. Ask for: "Baited Bulletin Boards" (\$1.50), "100 Blackboard Games" (\$1.50), "Creative Corrugated Cardboard" (\$1.25), "Audio-Visual Materials and Techniques" (\$1.95), and "Living Blackboards" (\$1).

Guidance monographs, A series of 30 American Occupations Monographs has been published by The Research Publishing Company, P. O. Box 245, Boston 1, Massachusetts. "Technical Writer," by Dorothy Veon, is No. 13 in the series and is available for \$1. Write for a complete list of monographs.

Audio-visual directory. An excellent guide to current models of audio-visual equipment (projectors, reproducers, recorders, and accessories) is the Audio-Visual Equipment Directory. This book lists more than 500 models and gives specifications, prices, and photos. Each copy is \$3.75, if your order is accompanied by payment. Mail your check to National Audio-Visual Association, Inc., Fairfax, Virginia.

New series. A series of teaching aids, booklets and films, has been produced by the United States Savings and Loan League, 221 North LaSalle Street, Chicago 1, Illinois. A 16-page booklet, "The Savings and Loan Association," tells the story of savings and loan associations. A 12-page booklet, "Job Opportunities," shows opportunities in the savings and loan business and includes several pages of suggestions for high school youths seeking jobs in any business. For guidance counselors, there is "Thrift and Home Ownership," a classroom text on financial institutions; a nominal charge is made for this book.

Two films are available also. Both may be booked free of charge, and both are accompanied by a teacher's manual. "Where the Heart Is" shows the advantages of home ownership and what it can mean to the individual and the community. "Yours to Keep" is a 27-minute film in sound and color that stresses thrift.

Film catalog. The 1957-58 General Motors Motion Picture catalog is now available. This catalog lists 58 sound motion pictures in 16mm. The films are loaned without charge, except for return postage to GM film library offices. The films cover a variety of subjects: Safety and Driver Education, Behind the Scenes of Industry, The Human Side of Industry, etc. For further information, write to General Motors, Public Relations Staff. Film Library, General Motors Building, Detroit 2, Michigan.

#### THE FIRST WEEK IN FILING

(Continued from page 31)

according to the needs of the list being used; but if the family names on your list begin with each of the 26 letters of the alphabet, then divide the alphabet into a-e, f-k, l-o, p-s, t-z.

The student prints each name on your list in the upper left-hand corner of each card. To save time when cheeking, all names should bear a number, which should be put in the upper right corner. When the entry, "John Adams . . . 1," has been printed, the card is removed from the clean pile and placed face up in the first row (a-e) at the upper left corner of the desk. When the second name, "John Taylor . . . 2," has been correctly printed, it is laid face up, as the first card, in the fifth row (t-z) at the upper righthand corner of the desk. One is thus rough-sorting the list as he writes each card.

When there is a card for everyone on the list, all names are exposed on the desk. In the first section, pick up the cards one by one in alphabetical order, then place them face down in that section. Continue picking up the cards in alphabetical order in each row, each time placing the new row of cards face down on top of the last card of the preceding row. Finally, the student turns the cards face up and lists them by number only, in the order they come, in the lower left corner of each card. This enables the order to be checked very quickly against your

You will be amazed to learn how rapidly at least 10 per cent of your class will be able to improve, from finishing a list of 30 names in thirty-eight minutes to doing a list of 60 names in thirty-eight minutes. Of course, the list of 60 names should cover all the filing rules.

But this latitude in student ability offers your greatest problem: how do you keep a whole class interested throughout your instruction, challenging the best in each student, yet not leaving the slow ones so far behind that they lose interest? The following suggestions may help you to solve this problem:

• Give fast students each day's cards, and let them combine the sets for four or five days into one alphabetized set. Keep the better-printed

sets from previous years, and let slow students work at alphabetizing these correctly written cards.

 Give each student an outline of the course, showing both the order in which the work is to be done and the time in which it is to be completed.

• Use two sets of letters. Let he slow students use 75 letters and the fast ones 175 on the same job. All practice materials, of course, are not equipped with two sets of letters.

• Oblige slow students to use the classroom during their study periods. They will thus work two hours a day rather than one. This is not always possible, but it is the best answer.

• Encourage fast students to submit individual projects. These projects should be developed around each student's hobby. These may include making a subject joke file, a subject cartoon file, a geographic file of a match book collection, etc. Through the years, my students have also done subject files on such topics as gardening, the dance, interior decoration, history of costume design, astronomy, and aviation. One student, who expected to become a teacher of journalism, set up a newspaper "morgue" for the school paper.

I cannot emphasize enough that I encourage my students to apply their efforts to something in which they are already interested. A recreation file was compiled by a student who wanted to be a recreation director, a scouting file by one who wanted to be a scouting director. Another student's file became invaluable for a costume-rental business. I also encourage my girls to compile what I call a personal inventory file, a subject file showing dress styles and beauty methods to which each one is suited. It covers appropriate clothing, hairdo's, complexion care, posture, exercises, nutrition, and other basic factors of feminine charm.

Since slow students are your concern, don't forget to slip out of your role of office manager occasionally. You cannot completely retain this attitude, anyway, for a teacher's main objective is not production and profits but aiding the growth of her students, through chiding if necessary. Teaching takes on its permanent value when the student learns how to find his own goals and develop his own incentives.

Since he is a senior, each student knows he will be looking for a job



HELEN H. GREEN MICHIGAN STATE COLLEGE, EAST LANSING

Are you a four-star teacher? I learned about four-star teachers several years ago from a friend of mine, Lucille Golden, who teaches in a junior high school in a suburb of St. Louis. Some of you may know her. It seems that an English teacher had asked her students to write a theme evaluating teachers they had had. One girl came up with a rather original paper. When she ranked all the teachers whom she had been exposed to in her eight years of schooling, she did it in military fashion—from corporals right on up through four-star generals (The four-star ranks were mighty thin, believe me!) Wrote this student:

In all my school career. I have had only two teachers whom I would rank as four-star generals. One of them is Miss Golden, my social studies teacher last year. I rank her as a four-star general for two reasons:

(1) She always looked and acted as if she enjoyed teaching us, and

(2) she never wore the same dress twice in a row."

Before you laugh off that last bit as running the gamut from the sublime to the ridiculous, give it another thought. Seriously, now, could you rate yourself "four-star" on both counts? (Charge account, here I come!)

How's your reading lately? Did you see the September 21 issue of The Saturday Evening Post long enough to read those two contradictory articles on "Are the Public Schools Doing a Good Job?" It will be worth your time and your effort either to find someone who hasn't pitched out his back copy or to stop by your library to read this issue. Whether you agree, disagree, or dismiss the articles as dealing with isolated cases and therefore not proof of anything, they'll start you thinking—especially about the things you read between the lines. Also, from the October 26 Post, did you read "Johnny Can Read in Joplin'? That reminds me—I think I'll make Joplin's Cecil Floyd, the moving spirit of that school's reading program, a four-star teacher on my list—for daring to make an untried, unorthodox dream become a successful reality.

Good morning, Junet. Hello, Frank. Sideglances had a recent cartoon that should make all teachers think twice. It showed a fond mama straightening and smoothing her small son's apparel just before he dashes out the door to school. The caption: "Gee, why bother so much about how I look. Mom? Even the teacher doesn't know I'm there." Does that "hit home, pard'ner," as they say out West? If it does, resolve to practice the old "Howdy" routine to all your students a bit more consistently. More use of names, more personalized smiles, more helpful comments and queries, more individual concern in every class every day—these make students aware that you are one teacher who knows that they are there. And cares, too.

Nothin' could be finer. One summer I learned a wonderful bit of philosophy in a methods class in typewriting. One day we were trying out a new technique, and on the first attempt we fumbled around as much as beginning students frequently do. "That's fine!" said the instructor in en thusiastic encouragement. Somebody who had been one of the worst fumblers gave a surprised, suspicious snicker. "What's this guy doing? Kidding us?" his snicker implied.

It was the instructor's turn to look surprised. "Why, of course, it was fine," he said. "It was your very first try. What else could it be but fine?"

Think that one over for a minute. How many students do you know who have had their enthusiasm killed at the outset because their teachers lacked a sensitive understanding of human nature? And how much our teaching would improve if we could only remember to say: "What else could a first attempt be but fine!"

# Business Law

## POSTER-PLAYLET

WILLIAM PITT SCHOOL, NEW YORK 2, N Y

ONCE UPON A PROM



### MUST THEY ACCEPT THE OTHER BAND?

Announces: The seniors at a high school have signed a contract with a band for the senior prom, and everyone is satisfied. But then a problem comes up, and the seniors want to know their rights in the matter. Let's see what it's all about . . .

SENIOR A: This will be the best senior prom our school's ever had. Imagine getting the band that plays for the Harvard and Yale dances! And we owe it all to you. How did you do it?

SENIOR B: Just luck. It happens that my uncle knows the leader, Ted Sterling-went to school with him.

SENIOR A: Well, nobody around here is going to miss seeing Ted Sterling. What a reputation! All those TV and night club appearances . . . They'll all come out to hear him sing.

Sensor C (rushing in): I've got news for you-bad news. Miss Jones just showed us a telegram from Ted Sterling . . . "REGRET INABILITY TO ATTEND. SENDING DON BRADFORD INSTEAD."

SENIOR B (groaning): Oh, no! When did you hear that?

Senion C: Just this morning. It's too bad he can't get here, but Don Bradford is even better-everybody knows that. And we don't have to pay any extra money for him, either!

SENIOR A: If that's true, we're in luck.

SENION B: Even if it is true, do we have to take Bradford?

SENION C: Well, that's what Sterling said; and he has our contract.

Senior B: That's just what I mean. Must we accept Bradford? . . . though I admit he's better than Sterling.

Announcem: That's the question. Since Sterling himself can't appear, may he substitute a better performer, Bradford?

DECISION: Sterling may not substitute Bradford without the approval of the senior prom committee with whom he contracted. An agreement to perform skilled personal services, such as those of a singer or an orchestra, is not assignable. in the business world. He expects his pay check to give him freedom from parental authority. The lure of such freedom, plus the satisfaction he receives from the work he accomplishes in class, has done wonders at awakening many a slow student. Remember, it is usually these awakened "C" and "D" students who remain in the filing positions in every office. The "A" and "B" students, combining their filing skill with other skills, will move on to become special librarians if they stay in the filing field.

Remember, give your instructions throughout the year in the same terms that your students will hear in the office. Vary this business vocabulary so they will not be confused when a businessman uses it. Here's an easy way to check your effectiveness during the semester. Ask your students: "What would you do if you were handed 25 invoices and told to 'Post these accounts'?" Do they understand the businessman's phraseology or do they react as if they had never heard the terms before? One year most of my students were either going to put the invoices in the corner mailbox or on the bulletin board; the others were going to run off additional copies and file them away. When only one student in 20 felt the need to ask for further instructions, I suddenly realized that in my enthusiasm I had "missed the boat." There was a gap in my teaching that I thought I had surely covered.

Despite these moments, however, the teaching of filing can give tremendous satisfaction. You have taught the students how to classify and organize material with business efficiency—a knowledge everyone needs. You have taught them to have confidence in their ability and to find joy in their work. You have stirred the curiosity of better students, making them aware of their vocational interests.

But perhaps your greatest satisfaction comes from seeing the "average" student happy at his job—happy doing so-called routine work because he sees not the records but the customer behind the records; happy because he knows that his special interest in these customers promotes the good will his company enjoys; happy because he knows people like to do business where they are made to feel important. He feels important, too, and likes it!

#### CLERICAL PRACTICE

(Continued from page 25)

nesses and a reference to the six criteria on the blackboard.

CLASSROOM PRACTICE: The classengaged in only one activity during the period.

REPORT COMMENT: Because our clerical-practice students have a short attention span and do not like bookwork for a whole period at a time, the course has been planned to include a considerable amount of practical clerical typing. You should plan to include such typing as a part of practically every lesson. This requires that you either speed up your theory presentation or cut it down so that you can complete it within a maximum of fifteen minutes. Careful planning, selection of key questions and appropriate materials, and the use of proper visual aids are helpful in increasing the tempo of a lesson. Why not consult with Mrs. B? She has had long experience in teaching this course and can be of great help to you.

CLASSROOM PRACTICE: The teacher assigned a group of girls to lead a lesson in personality development.

REPORT COMMENT: I would like to thank you for inviting me to observe a lesson in personality development in Clerical Practice I.

Attention to personality traits, correct attitudes, and office deportment is a most important part of our work in clerical practice; and I am very happy to see the work you are doing in this connection.

I think that your method of putting the responsibility for conducting the lesson in the hands of a number of girls was an excellent one. This was character training at its best; and the quiet and orderly behavior on the part of the class was a testimonial to the fact that we can train our girls to cooperate with each other, to behave in an orderly manner, and to respect each other's opinions.

The evaluative comments made by the girls at the end of the lesson show the keen insights our students are capable of and should serve as excellent material in future lessons.

Will you please extend to the student chairman and her aides, and to the class as a whole, my congratulations on their excellent behavior.

(This article concludes the series.)



CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE This exchange of letters is the fifth measures based on common office problems. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed

#### Situation 5. OFFICE CO-OPERATION

Letter 1

Inside address

Dr. Ralph Mason, Psychologist Mason and Benson 14 Lane Avenue Your City

Signature

Lucy Saunders

Letter 2

Inside address

Miss Linex Saunders 17 Main Street Your City

Signature

Dr. Ralph Mason

(1)

Dear Doctor Mason: As you know, if one has the authority of a title, one can usually win the co-operation of others. This co-operation may not always be willingly given, but it is given, since losing one's job may be the alternative.

My problem, however, is how can I get co-operation<sup>3</sup> from a member of the office staff when I am not in a position of authority? Frankly, work is often stacked high on my desk, while the secretary next to me has little to do and should be doing some of the work. Since we both work for the same boss, how can I get her to help me? Sincerely,

(2)

Dear Miss Saunders: Getting co-operation from a person who does not wish to co-operate is a definite problem. Here are some possible solutions:

1. Let your own work pile up for a day. This may call the situation to the attention of your boss.

2. Quit your job.

3. Go to the personnel office and explain the situation.

Suggest<sup>0</sup> regular personnel meetings for your office in order to instill a spirit
of co-operation and friendly<sup>10</sup> competition.

5. Request your boss to approach the subject tactfully with the other secretary and 11 to ask her if she is happy in her work; if she's not, ask why. Perhaps you are dealing with a square peg in a 12 round hole, and, if so, that is the fault of wheever hired her.

6. Have a frank talk with your boss and tell him that you12 cannot continue doing the other secretary's work in addition to your own. Then ask for a transfer,14

7. Shoot the other secretary.

8. Shoot your boss.

9. Ask your boss for a raise; you are doing the work of 15 two anyway.

10. Talk frankly with the other secretary and agree on a division of work. You may 16 find she thinks she is doing more than her share. Understanding both sides of a situation often sheds a new 17 light on problems. Sincerely, (345)

#### **Preview Outlines**



(1) Authority, always be, however, often stacked. (2) Solutions, personnel, competition, approach, continue, square light.

# TODAY'S SECRETARY

## dictation transcript



# **FOOD** for PHYLLIS

#### ALICE ANDREW

AND I'M STARVING, simply starving!" That was what Tomo heard Miss Phyllis say as she stepped out of the elevator.1 She even forgot to give him her customary smile and thank you. She went her way, absorbed in conversation2 with her girl friend, Margie. Tonio slammed the elevator doors, and his great dark eyes widened in somber thought.3

His little girl, his "patron saint," as he called her, was starving! His only contact with her was four daily trips on<sup>4</sup> the elevator. Always, when he saw her freshly groomed in the mornmg, he pictured himself as Saint Peter. But6 he was using an elevator instead of spiritual wings to take her up to the twelfth floor. He imagined that she spread the glow of her gracious beauty through all the offices of the Eastern Products Corporation.7

Then, at lunchtime she would be waiting for him again. She would be just as well groomed and sweet, but her velvet complexion<sup>8</sup> would be a little transparent. He attributed that to fatigue and rejoiced that it was he who would bring her down to earth. Saints dwelling in this unworthy world must still seek refreshment.

An hour later, she would be waiting10 for him on the first floor, ready to begin the afternoon's work. Once again he would carry her to those offices11 that were not heavenly. Tonio saw the offices in all their tired drab ness after everyone had12 left at five o'clock. It was part of his job to empty the wastebaskets into a great canvas bag-his last duty18 before turning the elevator over to the night

There was nothing romantic in Tonio's14 admiration of Phyllis. He was a fat, homely man, devoted to his equally fat and homely wife, Katie.16 Their children, too, were plump and rosy (showing that they were well fed). Tonio, however, appreciated the friendliness of his regular passengers. He joked with them-those who noticed him-and he was interested in<sup>17</sup> their business or home affairs. He was most humbly gratified when any of them asked about his affairs.

And now18 this angel of them all was confessing to her friend that she was starving! He might have known that they were not paying10 her enough-that huge company with its many officials and its sprawling units of office space.

As it happened.20 Tonio's lunch hour began a few minutes after the girls returned from theirs. He brought his elevator down<sup>21</sup> express to the first floor, omitted his usual talk with the relief operator, and dashed from the building.22

Later, shiny-faced and eager, he appeared in the reception room of the Eastern Products Corporation. His23 arms were tenderly cradling a napkincovered bowl on a small tray.

"Miss Phyllis," he said. "You tell Miss Phyllis to24 come quick." Phyllis

did indeed come quick-but not before several combined odors had leaked from the covered dish.25 Phyllis' clear complexion turned a little

You hungry," he said. "I bring Katie's good lasagna for you. Is good26 olive oil, macaroni, garlic, tomato sauce, cheese, and meat-oh, tender pork! Will put flesh on your little bones,"27

"Oh, Tonio!" cried Phyllis gratefully. "How good of you-thanks. I can't stav now-but thanks!"

He watched as she carried his28 precious bowl with her, her arms outstretched like a goddess holding up a tribute. Several of the men sniffedsome with29 appreciation.

"What on earth? Is that your diet?"

Margie said, surprised.

It seemed that Phyllis had gone to her doctor<sup>30</sup> for nervous tension that often gave her an upset stomach. The bland meals that he had prescribed always left her<sup>81</sup> with the hunger she had so unwisely proclaimed in Tonio's hearing.

"You poor thing!" said Margie with one glance at<sup>32</sup> Phyllis' stricken face. "Here-put it in the wastebasket."

"No," said Phyllis, "we've got to get rid of it some way-but88 don't you remember? He empties the baskets!" Phyllis went over to the window, raised it a little, and sat there.34 Delicately she fanned the unwelcome fumes away from her face.

"I can't run the risk of hurting him," Phyllis<sup>25</sup> continued. "Once my kid brother overheard his fourthgrade teacher say, 'I'm hungry' to a fellow teacher. Probably36 she meant it in much the same way as I did. He used his lunch money to buy her six of those nutty, greasy, sticky37 buns that he thought were perfect. Finding them in the wastebasket at dismissal time hurt him terribly."

Margie<sup>88</sup> looked out at the ledge

beyond the open window.
"You know," she said, "we could

"Throw it out the window?" finished Phyllis.39 "Certainly not! In no time flat it would be traced as having come from here. Besides, our building looks bad enough without40 adding macaroni . .

". . . and cheese . . ." said Margie. . . . and tomato sauce, and garlie!" Phyllis fanned herself again. Just<sup>41</sup> then a few pigeons swooped down onto the ledge. Both girls had the same inspiration.

"But there aren't that many pig-

eons,"48 said Phyllis.

"No," said Margie, "but we could go around and put a little bit of food on each window ledge. Trust<sup>43</sup> the pigeons to send out news of the feast!"

"What feast?" In came two of the salesmen who had sniffed with ap-

preciation<sup>64</sup> at the entry of the napkin-covered mystery.

"You be the pigeons," said Margie. She thrust the bowl into their<sup>45</sup> hands, "Wait, I'll get you spoons or forks—whichever you need."

"We need nothing but the love of good food," said one of the men, 46 for the efficient Katie had provided forks.

"Take it, but-oh-take it some place else," begged Phyllis. "Please don't say<sup>47</sup> anything to Tonio," she added. "He meant well."

At closing time, it was a happier-than-usual Tonio<sup>48</sup> who held the elevator door for them. Phyllis was ready with her gentle, smiling thanks. And Margie added,<sup>49</sup> "Thanks, Tonio, we all enjoyed it."

Tonio, however, misunderstood what Margie meant. He thought that she, in 50 her peculiar American fushion, was saying that she had eaten some of the food. He beamed.

"Katie fix. I<sup>51</sup> bring you more tomorrow." (1024)

#### RAYMOND DREYFACK

# WANTED: Secretary to Genius-Salary High

Part I

ORE MYSTERIOUS than the operation of a super electronic computer, more baffling than an involved engineering blueprint, harder to understand than a problem in calculus are the workings of the "grapevine" in the average business concern.

The grapevine at Seaboard Oil was no exception to this rule. Although Seaboard<sup>3</sup> was by no means an average concern (it was a giant corporation with world-wide influence), its grapevine4 operated in the customary manner. At present the vine was alive with activity from the5 topmost powder room on the sixty-first floor to the maintenance department in the basement. Word was being passed6 that Cornelius Hughes, executive vicepresident of the firm for more than twenty years, had decided to7 retire. Mrs. Maud Murphy, Mr. Hughes' secretary for a like number of years, was also retiring.

Of<sup>8</sup> greater import was rumor number two: the vice-presidency was already filled by none other than the famous<sup>9</sup> Emmett G. Dawson. Mr. Dawson was a former U. S. senator, a wartime administrator, <sup>10</sup> and, on occasion, had been a special advisor to the President of the United States.

The news<sup>11</sup> circulated at jet speed. It wound its devious way through all the departments: Export, Receiving and General<sup>12</sup> Office, and Accounting. In due time it reached the stenographic pool on the thirty-fifth floor. Some time later Miss<sup>13</sup> Alfredi, supervisor of the pool, called the girls in for a meeting. Her face was sober, her tone serious.<sup>14</sup>

"Well, girls, it's not officially posted on the bulletin board as yet, but I'm sure you know the news."

Her glance, 15 encompassing the girls, confirmed her statement. Her

eyes lingered finally on the face of young Nancy Carter. Nancy<sup>16</sup> had a pretty face that displayed both shyness and determination. For spice, her pert little nose was sprinkled with<sup>17</sup> freckles that went becomingly with her reddish-brown hair.

Miss Alfredi cleared her throat. "As we all know," she went on, 18 pausing to smile briefly, "two openings have recently been created at Seaboard. One has already been filled 19 by Mr. Emmett G. Dawson, whose name speaks for itself. The other position, that of secretary to Mr. 20 Dawson, is not yet filled."

Miss Alfredi removed her hornrimmed glasses and regarded them thoughtfully. Only<sup>21</sup> the faint sound of breathing was audible.

"For three weeks now," Miss Alfredi continued, "management, in cooperation<sup>22</sup> with Mr. Dawson himself, has been reviewing the records of every stenographer and secretary<sup>23</sup> who is employed by Scaboard. Three girls have been chosen as possible candidates for the job. One of the<sup>24</sup> girls selected is Marsha Van Fleet, a secretary in the purchasing department."

A murmur of resentment<sup>25</sup> swept through the room. Everyone knew the name of ambitious Marsha Van Fleet. They had all heard about her<sup>26</sup> deceitful tricks and her facial features that could be turned on and off to give several impressions—innocence,<sup>27</sup> anxiety, sincerity, sympathy.

Miss Alfredi ignored the reaction.
"The second girl chosen is Charlotte<sup>28</sup>
Hintner, secretary to Mr. Swift."

At this the girls nodded with ap proval. Charlotte, who was about thirty<sup>29</sup> years old, was a well liked girl. She was intelligent and competent, but she had never allowed ambition<sup>20</sup> to overrule her sense of fair play. She was friendly and level-

headed and had been a secretary for  $many^{31}$  years.

"Our third candidate," Miss Alfredi went on, "is the most surprising—in view of the fact that she has only<sup>32</sup> been with Scaboard for two years. I'm sure, however, that if you had studied the records as carefully as<sup>33</sup> management did, your choice would be the same. It's our own Nancy Carter."

Now the murmur that went up was one of unanimous<sup>84</sup> approval. Every one gathered around to congratulate the popular, young stenographer.<sup>85</sup> Gradually Nancy's face turned to a deep shade of red. She was embarrassed at being the center of so much<sup>86</sup> attention—yet the feeling was mixed with a fair amount of wild and delicious happiness at being chosen for<sup>87</sup> this honor.

Later, as Nancy gathered her things together, Miss Alfredi gave her special instructions. "There's to<sup>88</sup> be a three week trial period," she explained. "You and the other secretaries will be assigned desks in the<sup>29</sup> executive office Mr. Dawson will work with all of you and will decide who, in his opinion, can best<sup>40</sup> adjust herself to his particular method of working. The gul who is finally selected will<sup>41</sup> immediately receive a twenty-dollar raise."

Suddenly the supervisor's voice softened.

"Dear," she said warmly, "142 hard ly need say that I wish you the very best of luck. All of us in the stenographic pool will be rooting<sup>43</sup> for

Touched by the older woman's sincerity, Nancy turned gratefully to Miss Alfredi.

"There's only one's thing, Nancy." As suddenly as it had softened, Mias Alfredi's face turned soher and hard. She lowered her voice, which's now had an edge of harshness. "Whatever

you do," she said evenly, "with every step you take-watch out for Marsha46 Van Fleet.

The next morning, Nancy was assigned to her new office. The large room was luxuriously furnished.47 carpeted, and draped. The four modern desks in if were the finest available, and each was equipped with a new<sup>48</sup> electric typewriter.

The first person whom Nancy met in the new office was one of her rivals, Charlotte Hintner.40 Next, she met Mrs. Maud Murphy, the retiring vicepresident's secretary. Nancy had been told that Mrs.50 Murphy would train the three candidates before she left.

"All right, Carter," Mrs. Murphy said, "wipe the stardust out<sup>51</sup> of your eyes and start arranging your things. It's nine-fifteen, already." Mrs. Murphy, or "Murph," as she was more52 generally called, was in the habit of calling all the girls by their last names.

Nancy hurried to arrange her desk.68 But she still dreamed about how it would feel to tell people-matter-offactly, if you please-that, oh yes, she was private<sup>54</sup> secretary to Emmett G. Dawson! And there was the increase in pay, too.

Suddenly Nancy stiffened. The55 third applicant, Marsha Van Fleet, had arrived. Her beauty was flawlessjet-black hair swept back in a bovish. saucy66 haircut. Her tailored blouse and beige skirt announced quite definitely that they had been purchased on Fifth Avenue. Nancy<sup>67</sup> had the sudden sick feeling that she was competing out of her class.

Marsha's smile was disarming. "I'm delighted68 to know you, Nancy, purred. "I know we'll get along splendidly-would you mind doing me a favor? Would you<sup>50</sup> exchange desks with me so that I don't have to sit so near the windows? I simply hate to sit next to a window."60

Helplessly, because she did not know how to refuse a favor asked of her, Nancy gave up her desk that was near<sup>61</sup> the short corridor leading to Mr. Dawson's office. Despite Marsha's sweet smile and exuberant friendliness,62 Nancy felt that Marsha had begun the campaign against her.

Then, without warning, the door flew open-the door to 63 the inner sanctum, Mr. Dawson's private office. 4 wild man burst through. Shirt vleeves rolled up, tie loose at his neck. Mr.64 Dawson bore a faint resemblance to the newspaper characters that Nancy had seen. Moreover, he was shouting.45 Emmett G. Dawson was actually shouting! He was voicing something about a "confounded file and as scatterbrained board chairman." Finally, noticing his audience for the first time, he grunted belligerently<sup>67</sup> to everyone, stalked over

to Mrs. Murphy, and continued to talk in a somewhat softer voice, but at68 greater length.

So this, Nancy thought with distress, was the great Emmett G. Dawson! She found that butterflies were dancing69 in her stomach and that her heart was pounding. All at once Nancy wanted the blessed peace and sanity of the 70 stenographic pool. (1404)

# FLASH READING\* WORDS

#### MARGARET OTTLEY

WORDS-knowing how to spell them, knowing substitutions for them to avoid using the same word several times in one letter or article. knowing substitutions to alter the meaning by a shade-are a valuable<sup>2</sup> adjunct to the secretary's bag of tricks. Words can become a fascinating avenue of escape from the run-of-themill type of prose. Facility with words is an asset to anyone who does much writing.

Your boss' will expect that as a secretary you are on speaking terms with words-it may never occur to him to question<sup>5</sup> your spelling. You may often be called upon for suggestions when your boss is groping for the proper word while dictating. Of course many people have a definite speech pattern, and this is particularly true in specific lines of business. I, for one, am very lucky to have a secretary who will quietly offer a suggestion when I am stymied for just the word needed to convey my meaning. If I should use the same word' frequently in a single document, I can depend on her to supply a satisfactory alternate.10 Sometimes it is advisable, as my secretary knows, not to interrupt the dictation by reminding<sup>11</sup> me that I have already used one of my pet words or phrases in the previous paragraph. She makes a12 substitution on her own, and seldom do I realize that the dictation has been altered.

One of the most 13 interesting developments of speech patterns that I have ever heard of was told me by a teacher friend not long14 ago. She told me that she was instructing a group of seven-year-old children in creative speech.

She asked them18 to add words to the phrases, "as loud as," "as hard as," and "as quiet as." Her first question was, "What comes to your mind16 when you say 'as quiet as'?" The first answer, of course, was "as quiet as a

mouse." Other youngsters added "as quiet17 as a whisper," "as quiet as a breeze"; but the one that delighted her most was "as quiet as a butterfly's18 wings." (361)

\*Vocabulary limited to Chapters One through Ten of Gregg Shorthand Simphfied.

#### OGA MEMBERSHIP TEST A Self-starter

Before beginning work today, review rapidly what you did yesterday: but do not spend too much time on this1 review. In doing this review you will discover what kind of an organizer or efficiency expert<sup>8</sup> you arel If it takes fifteen minutes to review a lesson or to file the day's correspondence, resolve that8 tomorrow you will do it in ten minutes. Increase concentration. By the end of the week you may find that this self-4imposed efficiency training will enable you to handle the job in just five minutes!

Planning a program<sup>5</sup> for self-improvement and following the plan is a good habit to establish, and it will make your study and6 work more interesting. It pays to strive for better skill. (130)

#### JUNIOR OGA TEST Well Done

A man boarded a train at New York and told the porter: "Porter, here's \$5. I want you to get me off this1 train at South Bend. I sleep heavily, and I'll fight you; but get me off this train at South Bend." The porter thanked him and2 promised to get him off.

The next day the man woke up in Chicago. Storming up to the conductor, he told him3 in no uncertain terms what he thought.

"My, that man was mad!" said the conductor later.

"That's nothing," replied the porter.4 "You should have heard the man I put off at South Bend!" (89)

# Professional

# Report

#### NEWS SPOTLIGHT

### TV Circuit Joins Students at School, Parents at Home

. . . in New York City experiment. Last November, the first lesson in the closed-circuit setup was viewed by 1,000 students in a public school and more than 2,000 parents in a nearby city housing project. Superintendent of Schools William Jansen hailed the project as a milestone in the city's educational TV program.

The closed circuit ties together the school, the housing project, a neighborhood settlement house, and a health center. Programs will originate from all locations but the housing project; programs are received only on sets linked to the transmitter by a wired master antenna system.

The project is designed to raise the educational and cultural level of the community. The initial programs will offer science, music, and English for non-English speaking students. After school hours, adult programs will be offered in many of the same subjects. Students at school view the programs on a large movie screen in the school auditorium or on one of the forty 21-inch television receivers set up in classrooms. At home, parents pick up the telecasts on their home receiver on Channel 6, which is not used by any commercial station. Other residents of the area may view the programs at the neighborhood settlement house.

The project was made possible by a grant of \$215,000 from the Fund for the Advancement of Education of the Ford Foundation. Sponsors of the project are the New York City Board of Education, the Hudson Guild Neighborhood House, and Language Research, a nonprofit educational foundation at Harvard University.

#### Radio-Listening Stimulates Student Interest

. . . and understanding of current events, according to a recent study of high school students in the New York City area. The home listening project, which was followed by classroom discussion, was based on a radio public-affairs series entitled "The World at Large." The program covered highlights of current history; its guests included government officials, international political leaders, and university faculty members.

Students in New York City, Brooklyn, Long Beach, Long Island, and Ridgewood, New Jersey, participated. They were divided into two groups. One group listened for two weeks to the five programs in the series, another group did not. Teachers who participated agreed that a program of radio listening helps students to learn more about current events but that students must be guided in their choice of programs.

#### PEOPLE

- M. O. Kirkpatriek, president of King's Business College Charlotte, North Carolina, has been elected president of the National Rehabilitation Association. Last month, he completed his term as president of NBTA.
- Mary Margaret Brady has joined the staff of Southern Illinois University, Alton Residence Center, as associate professor of secretarial science. Doctor Brady was formerly on the staff of Madison College, Harrisonburg, Virginia. She received her doctorate from New York University in June, 1956
- Robert L. Thistlethwaite has been named associate dean of instruction at Northern Illionis University, De-Kalb. Previously head of the school's business department, he will be associate dean in charge of liberal arts, sciences, fine arts, and practical arts.

Doctor Thistlethwaite came to De-Kalb in 1954 from Western Illinois



ROBERT L. THISTLETHWAITE. . . . a dean at DcKalb

State College, Macomb. He had also taught at the University of Iowa and served as a school superintendent in Iowa. He is a member of the Chicago BTA, NBTA, NEA, and the Illmois EA.

 Clinton M. File has been named acting head of the department of business at Northern Illinois Univer-

### Reprints Available!

"Comparing Electric
Typewriters"

a 4-page reprint from the January issue of Business Education World. A factual, feature-by-feature analysis of the electric and semi-electric machines available to teachers for classroom training. Price: 25 cents.

#### Other reprints available:

"How to Teach Transcription," a 12-page reprint consisting of four articles that constitute a detailed outline for conducting a transcription course. The articles are entitled, "What, When, How—a Survey" (George A. Wagoner), "Teaching Punctuation in Transcription" (Elise Davis), "How to Integrate Transcription Skills" (Ruth I, Anderson), and "How to Evaluate Transcription" (George A. Wagoner).

Price: 25 cents.

"Typewriting Classroom Management" (February, March, April, and May, 1955) and "How Old Are Your Typewriters?" (September, 1954), by Alan C. Lloyd. 16 pages. Price: 35 cents a copy.

"General Business: Student Projects that Will Intensify Learnings," by Alan C. Lloyd; March, April, June, and September, 1954. 8 pages. Price: 25 cents a copy.

"Is Teaching a Profession?" by J. Milnor Dorey; November, 1954. Price: 10 cents a copy.

"Mimeograph Duplication—A Scale for Rating Performance," by Abrahan Kroll; June, 1953. Price: 10 cents a copy.

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sity, DeKalb He replaces Robert L. Thistlethwaite new associate dean of instruction at the school.

Doctor File joined the NIU staff in 1956. Prior to that he was on the business-education faculty at State Teachers College, Indiana, Pennsylvania, for twenty years. He has also held positions as high school principal and high school commercial-department chairman.

- J. M. Trytten has been appointed a full professor at the University of Michigan, Ann Arbor.
- Rolland H. Meffert, director of business education in Des Moines, Iowa, city schools, died in October. He had been appointed to the position in 1954. He had also taught at Lincoln High School and served as vice-principal of Franklin Junior High School.
- Samuella Totty, head of the commercial department at Southern University, Southern Station, Louisiana, died in September. She was killed in an automobile accident while returning to the school for the fall semester.
- E. O. Fenton, founder of the American Institute of Business, has retired after heading the Des Moines, Iowa, school for thirty-six years. He founded A.I.B. in 1921 at the age of twenty-three. Since then its alumni has grown to over 32,000.

In 1926, Fenton founded Phi Theta Pi, international commerce fraternity. His wife founded Alpha Iota, sorority for business-school girls. He was recently appointed delegate to a regional conference sponsored by the President's Committee on Education Beyond the High School.

Fenton will continue as president emeritus of the school. He is succeeded as head by his son, Keith.

• Eugenia Keleher, of Albuquerque, New Mexico, died in October. She was vice-president and cofounder of the Western School for Secretaries, established in 1919.

Margaret Keleher, her sister and president of the school, was honored recently as "American Business Woman of the Year" by the Albuquerque chapter of the American Business Women's Association.

• Elgie G. Purvis has been elected president of Strayer College, Inc., of Washington, D.C., and Baltimore, Maryland. He succeeds Murray T. Donoho, who retired to become chairman of the board upon the death of Edmond S. Donoho.

Purvis joined the Strayer staff in 1919, when he was principal of Washington High School, Princess Anne, Maryland. Since 1938 he had been vice-president and director of Strayer College in Washington.

- O. O. Barnett has joined the business and business-education department at Kansas State Teachers College, Emporia. For the past fifteen years he had been a business teacher at Shawnee-Mission High School, Merriam. A teacher in the state of Kansas since 1936, he is a member of UBEA, NEA, and the Kansas BTA.
- Ruth I. Anderson has been appointed executive secretary of Delta Pi Epsilon, succeeding Charles B. Hicks. Doctor Anderson is on the business-education staff at North Texas State College, Denton. From 1955 to 1956 she was dean of the Institute of Certifying Secretaries. She has been a guest lecturer at



RUTH I. ANDERSON
... DPE executive secretary

Indiana University and the University of Tennessee. She was formerly head of the department of business education and secretarial science at Texas Christian University, Fort Worth. She is past vice-president of the Texas BEA.

Doctor Hicks, outgoing executive secretary, has held that position since 1952. He teaches at Ohio State University, Columbus.

- Caroline Currie received her Ph.D. degree recently from Northwestern University, Evanston. Her dissertation, "The Relationship of Certain Selected Factors to Achievement in Freshman Composition," was written under the direction of Russell J. Cansler and Richard Gerfen
- Cecil W. Wilson was appointed governor of District Two at the June convention of the Society of California Accountants held in Sacremento. Wilson is on the faculty of Long Beach (California) City College, business and technology division.

#### GROUPS

- Gamma chapter, Delta Pi Epsilon (University of Pittsburgh), has elected new officers for 1958. They are: president, Charles H. Duncan, University of Pittsburgh; vice-president, Mrs. Carol G. Flannick, Swissvale High School, Pittsburgh; recordng secretary, Mrs. Maude Goehring, Verona, Pennsylvania; corresponding secretary, Gina Filipponi, Slovan, Pennsylvania; treasurer, Mrs. Loula Anaston, Pittsburgh; and historian, George Michaels, Baldwin-Whitehall High School, Pittsburgh. The sponsor is George W. Anderson.
- The St. Louis (Missouri) Archdiocesan Council for Business Teachers met at St. Louis in October. The meeting was planned under the direction of Sister Ann Marita, president of the council. The topic of the featured panel discussion was "What Can the High School Business Teacher Do to Prepare the Students for the Increased Competition for Jobs?"
- The South Carolina BEA met in October at Winthrop College, Rock Hill. Named official delegates to the SBEA convention were Mrs. Caroline M. Jackson, president, and Harold Gilbreth.
- The Western Pennsylvania EA. business-education section, met in October at the University of Pittsburgh. New officers elected for the coming year are: chairman, Loula Anaston, Oliver Sr. High School, Pittsburgh; vice-chairman, Mary Jane Lloyd, Carnegie Tech Institute, Pittsburgh; and secretary, Irma Sutton, Dormont High School, Pittsburgh.

• The Northwestern Wisconsin EA, business-education section, met at Eau Claire in October. Featured speaker was John A. Dettmann.

New officers for 1958 are: chairman, Donald Lent, Ladysmith High School; vice-chairman, Mrs. Eldora O. Breehlin, Lincoln Hill High School, Osseo; and secretary, Lyle C. Pollock, Central High School, Menomonie.

- · The Catholic BEA, Southwest unit, has scheduled its annual convention for San Francisco on November 30. The principal speaker is Sister Mary Gregoria, principal of St. Mary High School, Chicago. Also speaking is Frederick Cook, Stanford Universitv.
- . The Catholic BEA. Buffalo section, Eastern unit, held its fall meeting last month at Villa Maria



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CLEAR-VIEW COMPANY Dept. 8, 2227 Form St., Sen Diege 4, Callf Academy Featured speakers were D.D. Lessenberry, University of Pittsburgh; James L. Hayes, St. Bonaventure University; and Austin S. Murphy, Canisius College. General chairman was Arthur I. Downes, Canisius College.

- The Oregon BEA will hold its second annual fall conference on December 13 and 14. It will meet at the Heathman Hotel, Portland. Elva Martin is president.
- The Delaware BEA, Westmoreland County, held its annual convention in October as a part of the Westmoreland County Teachers Institute. Featured speakers were Helen Costello, Pittsburgh chapter, NSA, and Raymond W. Morgan, Johnstown Senior High School.

New officers are: president, Theodore Parsell, Clayton High School, Dagsboro; vice-president, Peter Romano, Wilmington High School; and secretary-treasure, Mary C. Butera, Coldey Beacom School of Business, Wilmington.

- The Catholic BEA, Atlantic unit, held a shorthand and transcription workshop in November at Mount St. Vincent College, Halifax, Nova Scotia. The main speaker was Charles Zoubek, Gregg Publishing Division, McGraw-Hill Book company, New York. The workshop was headed by Thomas Sullivan, Halifax County Vocational High School. Chairman of the conference committee was Sister Ellen Francis, of Mount St. Vincent College.
- The North Dakota BEA held its annual convention at Minot in October. Featured speakers were John L. Rowe and Dorothy Travis.

New offices for the coming year are: president, Norris Jensen, Minot; vice-president, Herbert Suelzle, Edgley; secretary, Jeanne Solberg, Rugby; and treasurer, Pearl Stusrud, Minot Teachers College.

The Pennsylvania BEA, midwestern section, held its annual convention in New Castle, on October
 Featured speaker was Henry J. Boer, Gregg Publishing Division, McGraw-Hill Book Company, New York.

Officers elected for 1958-59 are: president, Ellen Cotton, Ellwood City High School; vice-president, Margaret Montgomery, New Castle High School; and Eleanor Susko, Meshannock Township High School.

• The West Virginia BEA scheduled three luncheon meetings for business teachers during October.

Robert Grubbs, University of Pittsburgh, was guest speaker at Clarksburg on October 21 and at Charleston on October 28. Charles F. Templeman, of *The Balance Sheet*, was guest speaker at Parkersburg on October 24.

- The California BEA, Los Angeles chapter, held its fall institute in October. Officers for the coming year are: president, Al Desrosiers; vice-president, Helena Hilleary; treasurer, Robert Weekes; and secretary, Vivian Sheldon.
- The East Tennessee EA, business education section, held its annual luncheon in Knoxville on October 25. Featured speaker was Charles B. Hicks, of Ohio State University, Columbus.

#### SCHOOLS

• Kansas State Teachers College, Emporia, has announced the appointment of 10 graduate assistants to the business-department teaching staff for the current school year. They are: Mrs. Charline Brackeen, John Zumalt, Gary Prickett, Dennis Knox, James Shropshire, Mrs. Dorothy Knouse, Kenneth Martin, Sung Lo Han, Dick Lane, and Mrs. Kathryn Duckett.

The college also announced that Charles Peterson, assistant professor, has been granted a year's leave of absence. Gerald W. Maxwell, assistant professor, has resigned in order to accept a similar position at San Jose State College, San Jose, California.

• Columbia University, New York City, has announced the granting of three Ed. D. degrees. The recipients are:

Sara B. Cordery, currently chairman of the department of business education at Barber-Scotia College, Concord, North Carolina. Her thesis was entitled, "The Training of Business Teachers in Degree-Granting Institutions for Negroes." She is a member of SBEA, UBEA, NBTA, NABTE, and Tau chapter, Delta Pi Epsilon.

Rodney O. Felder, who is chairman of the department of business training at Finch College, New York City. His thesis was entitled, "General Business Teachers in America." A member of UBEA, EBTA, and NBTA, he is a past president of Tau chapter, Delta Pi Epsilon.

Clifton C. Thorne, who is associate professor of business at State University College for Teachers, Albany, New York. Doctor Thorne is also radio and TV consultant to the Office of the Governor in the field of consumer protection and education. His thesis was entitled, "Managing You Money, A Consumer Television Series." He is a member of EBTA UBEA, Pi Omega Pi, and other organizations. He is past-president of Tau chapter, Delta Pi Epsilon.

#### GENERAL

• A new booklet that advocates equal income tax deductions for teachers has been published by the National Education Association. Written in support of House of Representatives Bill 4662, the booklet supports the deducting from taxable income of professional expenses encountered by teachers as part of their professional advancement: e.g., summer school books, tuition, and travel up to a total of \$600.

The proposed law applies to "an individual who is employed on the educational staff of a public or private school accredited by the accrediting agency of a state or territory or by a regional accrediting agency". it applies to teachers at every gradelevel. For further information, write to J. L. McCaskill, Director, Division of Legislation and Federal Relations NEA, 1201 Sixteenth Street, N. W. Washington 6, D. C. Copies are free

• Poor presentation loses many fine job opportunities for applicants who would otherwise receive consideration, according to a new booklet prepared by New York University's Office of Placement Services. The 12-page brochure contains "a list of 93 questions most frequently asked by employers in interviewing college seniors" and "a list of 50 factors that can be responsible for costing an applicant a desired position."

The booklet advocates a well-prepared résumé and suggests a format. Among questions asked by employers, it lists: Why do you want to work for our company? How much of your college education did you earn? Do you have a girl? When did you choose your college major? Students are advised against: overemphasis on money, failure to look interviewer in the eye, limp handshake, sloppy application blank, condemnation of past employers, and narrow interests.

Copies of the booklet may be obtained from the Office of Placement Services, NYU, Washington Square New York 4, N. Y.



through the camera eye

ALPHA EPSILON chapter, Delta Pi Epsilon was inaugurated recently at North Texas State College, Denton. National president, Theodore Woodward, presided at installation of the above officers: (left to right) Anita Gallo, treasurer; Lucille Hoffman, historian; Frank Norwood, president; Angie Vail, corresponding secretary; Pauline Autry, vicepresident; and Virginia Dresser, secretary. Chapter sponsors were Ruth Anderson and Vernon Payne.

ARKANSAS BEA board of officers was elected in November at Little Rock. Front row (l. to r.): Mrs. Bernice Crawford, vice-president; Ruby Croom, president; Mrs. Estelle Bowles, treasurer. In rear row are directors: Mrs. Euleta Miller, District 1; Mrs. Rachael Mosley, IV; Juanita Cox, III; Mrs. Arrawanna Hyde, II; and Mrs. Lucille Hopper, V.



at Waukegan (Illinois) Township High School in one of five workshop sessions held at the school as a part of the first annual conference by Area IX of the Co-operative Business Education Clubs of Illinois. The Waukegan school was host to six other schools in the Greater Chicago area. The program was planned by Margaret Perucca, office occupations co-ordinator, and Reyno Bixier, chairman of the department of business education. At right, student chairman Richard Hohn watches demonstration by Herman Hinkel, of Globe Department Store, Waukegan.



## New Business Equipment

#### 16 mm. Sound Projectors

Two 1,200-watt projectors have been announced by the Theatre and Industrial Products Department, Radio Corporation of America, 30 Rockefeller Plaza, New York 20, N.Y. A dual-case 15-watt unit with separate speaker is designed for audiences of 1,000 persons. A single-case 7-watt



model with built-in speaker is designed for audiences up to 400 persons.

Both machines feature built-in lubrication, long-life film-pressure guides, and a scuff-resistant casing. Each projector has a loading capacity of 2,000 feet, may be loaded in thirty seconds, and has a field-flattener 2-inch f:1.6 lens. They are finished in two-tone green.

#### **Chair Free of Gadgets**

Here is an executive posture chair that is designed so free of bulges and gadgetry that the manufacturer claims



a prospective buyer has to look twice to note all the features. The new model (28STA) in the COSCO "Director" series has seven comfort adjustments. Three regulate the height, depth, and slope of seat; two determine the height and angle of backrest; and two are spring actions tilting the seat and the back. Seat, back, and armrests contain foam-rubber padding

The chair weighs 54 pounds and is available in a full range of colors and fabrics. It is priced at \$67.95. For further information, write to the Hamilton Manufacturing Corp., Columbus, Indiana.

#### Firm's First 10-Key Machine

Marchant Calculators, Inc., has introduced its first adding machine, a 10-key electric model that has an adding capacity of 10 columns.

The machine prints all listed figures in black, all answers in red. It has two dual-purpose operating bars. One, marked "Total-Add," prints totals automatically and is used for each addition. The other, marked "Cor-Sub," prints sub-totals automatically and is used for keyboard clearance. A backspace key eliminates the last digit when an entry change is desired.



For further information, write to Marchant Calculators, Inc., 1475 Powell St., Oakland 8, Calif.

#### **New Business Machines**

Three new business machines have been announced by the Olivetti Corporation of America, 580 Fifth Ave., New York 36, N. Y. They are:

The Audit 302—a high-speed accounting machine that incorporates two registers and a typewriter keyboard. Four separate accounting programs can be handled continuously, and the operator can switch from posting to typing without setting controls. The 302 sells for \$2,580, plus tax.

The Divisumma 24-a high-speed automatic calculator with fast rotary

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printing, an automatic constant, and a "memory." It adds, subtracts, multiplies, and divides without re-entry of intermediate figures. It is priced at \$675, plus tax.

The Multisumma—a popular-priced multiplier version of the Olivetti Automatic Printing Calculator. It automatically employs short-cut multiplication; no positioning is required. Subtraction is direct and credit balance is automatic. All calculations are printed on tape and identified by symbols. The price is \$475, plus tax.

#### For Dictating, Transcribing

The Stenocord "D" dictating machine has been announced by the Stenocord Division of Pacific Instruments Corporation, 7046 Hollywood Boulevard, Los Angeles. The operator may backspace as often as he likes, pinpoint back dictation, and make corrections verbally without noting them in writing. Secretaries report that the 9-pound machine reproduces all words clearly. The belt is reusable.

#### New Products at a Glance

- "Double play" ¼-inch magnetic tape, called "Scotch" brand No. 200: has double strength (withstands pull of 3.6 pounds); 7-inch reel holds 2,400 feet, representing four hours of recording at 3¾ inches per second; priced at \$11.95. Write to Minnesota Mining and Manufacturing Company, Dept. M7-369, 900 Bush Ave., St. Paul 6, Minn.
- Verifax 9-inch modification kit: permits users of Kodak Verifax Copier, legal size, to copy originals up to 9 by 14 inches; includes paper tray, matrix dispenser, adapter guide, and Squeegee. Kit priced at \$20.
   Write to Eastman Kodak Company, Rochester 4, N. Y.
- The Speedliner: new model of spirit duplicator of Speedliner Company, 4404 North Ravenswood Ave., Chicago 40, Ill. Chrome fittings and accessories for smarter appearance and longer life. Prints one to five colors, 60 copies a minute, 400 copies a master. \$84.50, with supplies.



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